

Advanced Grammar in Use

A self-study reference and practice book for advanced students of English

with answers

SECOND

Martin Hewings

New

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK 40 West 20th Street, New York, NY 10011–4211, USA 477 Williamstown Road, Port Melbourne, VIC 3207, Australia Ruiz de Alarcón 13, 28014 Madrid, Spain Dock House, The Waterfront, Cape Town 8001, South Africa http://www.cambridge.org

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First published 2005

Printed in Great Britain by BemroseBooth, Derby

Typeface Sabon 10/13pt. System QuarkXPress® [KAMAE]

A catalogue record for this book is available from the British Library

ISBN 0 521 53291 4	Advanced Grammar in Use with answers
ISBN 0 521 53292 2	Advanced Grammar in Use
ISBN 0 521 61403 1	Advanced Grammar in Use with CD Rom
ISBN 0 521 61402 3	Advanced Grammar in Use CD Rom
ISBN 0 521 61404 X	Advanced Grammar in Use CD Rom (network version)

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with answers

SECOND EDITION

Martin Hewings



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Thanks

I was given considerable help by many people in writing the first edition of Advanced Grammar in Use, and their influence will still be seen in this new edition. In particular, I would like to thank Jeanne McCarten at Cambridge University Press, and my colleagues and students in the English for International Students Unit at the University of Birmingham.

For this new edition, I have been equally lucky in the support I have received from a number of knowledgeable, professional, and generous people. Alison Sharpe had guided the project to completion with constant encouragement and great diplomacy. Also at Cambridge University Press I would like to thank Kerry Maxwell, Xanthe Sturt Taylor, Jean Hudson, and Anna Teevan. Drafts of the reference material were also read by Sylvia Chalker, Frances Eaves-Walton, Carmina Gregori Signes, Carita Paradis, Richard Smith. Their comments were invaluable in helping me to revise and clarify this part of the book.

Thanks to Gillian Martin, Roger Penwill and Lisa Smith for the illustrations and to Kamae Design for their work on the finished product. I would also like to thank Cambridge University Press for allowing me access to the Cambridge International Corpus.

A number of students and teachers who used the first edition sent me suggestions on how it might be improved, and these have been very useful in preparing this new edition. Thank you for using the book and taking the trouble to write to me.

Finally, my gratitude, as always, to Ann, David and Suzanne.

To the student

Who the book is for

The book is intended for advanced students of English. It is written mainly as a self-study book, but might also be used in class with a teacher.

How the book is organised

There are 100 units in the book. Each one looks at a particular area of grammar. Some sections within each unit focus on the particular use of a grammatical pattern, such as will be + -ing (as in will be travelling). Others explore grammatical contrasts, such as whether to use would or used to to report past events, or when we use except or except for. The 100 units are grouped under a number of headings such as Tenses and The future. You can find details of this in the Contents pages.

Each unit consists of two pages. On the left hand page are explanations and examples; on the right are practice exercises. The letters next to each exercise show you which sections of the left hand page you need to understand to do that exercise. The Grammar Review presents examples and explanations on areas of grammar that you are likely to have studied already at earlier stages of learning English. Although terms to describe grammar have been kept to a minimum some have been included, and you can find explanations of these terms in the Glossary. Four Appendices tell you about passive verb forms, basic question forms, quotation, and irregular verbs. A number of Additional Exercises are included for further practice of particular areas. You can use the Study Guide to help you decide which units to study and which areas of grammar to revise in the Grammar Review. You can check your answers to the practice exercises, Additional Exercises and Study Guide in the Key. The Key also comments on some of the answers. To help you find the information you need there is an Index at the back of the book.

How to use the book

It is not necessary to work through the units in order. If you know what grammar points you have difficulty with, go straight to the units that deal with them, using the Contents or Index to help you find the relevant unit. If you think that it would be useful to revise more basic information before you read the reference material in a unit and do the exercises, many units have links at the bottom of the reference page pointing you to the section of the Grammar Review where you can find this. In some units you will also find links to the Grammar Review in the explanations; for example '(see GR:B1)'.

You can use the units in a number of ways. You might study the explanation and examples first, do the exercises on the opposite page, check your answers in the key, and then look again at the explanations if you made any mistakes. If you just want to practise an area of grammar you think you already know, you could do the exercises first and then study the explanations for any you got wrong. You might of course simply use the book as a reference book without doing the exercises.

To the teacher

Advanced Grammar in Use was written as a self-study grammar book but teachers might also find it useful for supplementing or supporting their classroom teaching.

The book will probably be most useful for advanced level students for reference and practice. The Grammar Review towards the back of the book is a reference-only section which presents basic knowledge on a number of areas of grammar. This will be useful for students who wish to revise a particular area before moving on to the more advanced material in the units. No attempt has been made to order the units according to level of difficulty. Instead you should select units as they are relevant to the syllabus that you are following with your students, or as particular difficulties arise.

There are many ways in which you might use the book with a class. You might, for example, present the explanations on the left hand page of a unit, and use the exercises for classroom practice or set them as consolidation material for self-study. Alternatively, you might want to begin with the exercises and refer to the left hand page only when students are having problems. You could also set particular units or groups of units (such as those on *Articles* or *The future*) for self-study if individual students are having difficulties.

There is a set of Additional Exercises, most of which can be used to provide practice of grammar points from a number of different units.

A 'classroom edition' of Advanced Grammar in Use is also available. It has no key and some teachers might prefer to use it with their students.

Advanced English Grammar in Use Second Edition

If you have already used the first edition of *Advanced Grammar in Use*, you will see some major changes in this new edition. The more basic areas of grammar have been moved out of the units into a reference section at the back, called the Grammar Review. All of the reference pages have been revised, some substantially, and some new units have been added. Most of the exercise pages have entirely new exercises or many new questions.

The book is now available with or without a CD-ROM. On the CD-ROM you will find more exercises on all of the units (different from those in the book). There are also hundreds of test questions, and you can make your own tests. The CD-ROM can also be bought separately.

Advanced Grammar in Use

Present continuous and present simple (1)

	A

We can use the present continuous with some state verbs (e.g. attract, like, look, love, sound) when we want to emphasise that a situation is temporary or for a period of time around the present. Compare:

- ☐ Jean stays with us quite often. The children love having her here. and
- □ Jean's with us at the moment. The children are loving having her here.

State verbs which we rarely use with the present continuous include believe, consist of, doubt, own. (For more examples see GR:A4.)

В

Some verbs have different meanings when they are used to talk about states and when they describe actions. With their 'state' meanings, they usually take simple rather than continuous forms. With their 'action' meanings, they may take simple or continuous forms, depending on context. Compare:

- ☐ The new treatment for influenza doesn't appear to work. (appear: state = seem) and
- ☐ Madonna is currently appearing in a musical on Broadway./ She often appears in musicals. (appear: action = take part)
- □ Do you think it's a good idea? (think: state = about an opinion) and
- □ I'm thinking of going in August./ Your trouble is you think too much. (think: *action* = consider)

Other verbs like this include anticipate, cost, expect, feel, fit, have, imagine, measure, weigh.

C

With some verbs describing *mental* states (e.g. find, realise, regret, think, understand) we can use the present continuous to emphasise that we have recently started to think about something or that we are not sure about something. Compare:

- ☐ I regret that the company will have to be sold. (= I have made the decision and I am sorry about it) and
- ☐ I'm regretting my decision to give her the job. (= I am increasingly aware that it was the wrong decision)

When it means 'think carefully about' the verb consider is only used with the present continuous:

□ He's considering taking early retirement. (not He considers taking early retirement.)

Some other verbs describing preferences and mental states (e.g. agree, believe, conclude, know, prefer) are rarely used with the present continuous:

□ I believe you now. (not I'm believing you now.)

D

We use the present simple with verbs which perform the action they describe:

- ☐ I admit I can't see as well as I used to.
- ☐ We apologise for not replying earlier.

Other verbs like this (sometimes called *performatives*) include acknowledge, advise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn. Some verbs used as performatives in affirmative (= positive) sentences (apologise, deny, guarantee, promise, suggest) have a similar meaning with either the present simple or the present continuous in negative sentences:

☐ I don't deny/ I'm not denying taking the books, but Andy said it would be okay.

Note that we can use modals with performatives, often to make what we say more tentative or polite:

- □ We would advise you to arrive two hours before the flight leaves.
- ☐ I must beg you to keep this a secret.

1.1 Complete the sentences with the verbs given, using negatives or questions where necessary. Use the same verb for each sentence in the pair. Choose the present continuous if possible; if not, use the present simple. Use \(\lambda \) to add any words outside the space and use contracted forms where appropriate, as in 1. (A \(\text{B} \) B)

		tract consist of doubt feel fit have like look measure sound	
1	a	I hear you're having your house repainted. How it looking ? (or How it look ?)	
	b	I bought this new dress today. How it look?	
2 a A: What are you doing with that ruler? B: I the area of the kitchen.			
	b	The garden 12 by 20 metres.	
3	a	I whether I'll get another chance to retake the exam.	
	b	I suppose she might be at home tonight, but I it.	
4	4 a The new science museum currently 10,000 visitors a month.		
	b	Flowers bees with their brightly coloured petals.	
5	a	Mike won't work at the top of the 20-storey building because he heights.	
	b	A: How's the new job? B: Well, at the moment, I it at all.	
6	a	My car's in the garage today. They new brakes.	
	b	I bought this jumper for Sue, but it her so I'll have to take it back.	
7	a	What's your shirt made from? It like silk.	
	b	I won't be coming to work today. I very well.	
8	a	The roof of the house only plastic sheets nailed down in a few places.	
	b	Their school uniform black trousers and a dark green jumper.	
9	a	Simon has been practising the song for days. It quite good, but he doesn't	
		think he's ready yet to perform it in public.	
	b	A: What's that noise? B: It like a bird stuck in the chimney.	
0	a	I had a postcard from Joanne on holiday in Spain. It sounds like she a really	
		good time.	
	b	My sisterlong blonde hair. You're bound to recognise her.	

- 1.2 Cross out any improbable answers. (C & D)
 - 1 I'm understanding/ I understand biology a lot better now that we've got a new teacher.
 - 2 I went to see a Formula One race last week, but *I admit/ I'm admitting* that I don't know much about cars.
 - 3 Do you find/ Are you finding it difficult to concentrate on your work with this music on?
 - 4 We'll do our best to get the computer repaired by next week, but we're not guaranteeing/ we don't guarantee it.
 - 5 I've just started to learn how to drive. Now I'm knowing/ I know how difficult it is, I'll never criticise your driving again.
 - 6 She says that she wasn't in the kitchen when the bottle smashed, but *I refusel I'm refusing* to believe her.
 - 7 I'm certainly agreeing/ I certainly agree with you that people shouldn't drink and drive.
 - 8 I know the company has made a loss this year, but I'm not apologising/ I don't apologise for that.
 - 9 It's very difficult for us to get jobs here, so we're considering/ we consider emigrating to Canada.

Unit 2	Present
A	We often use the English to create direct and exciting She goes under he doesn't This man's ball about The main events background even
	In narratives and after past tenses a
B	We also use the p sports events) wh King serve magnificen
C	We can use the p and They say, (So seen (e.g. on televalue) I gather you Professor
D	The present simp recently happene
	OUAK

Present continuous and present simple (2)

We often use the present simple and present continuous in stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:

- ☐ She goes up to this man and looks straight into his eyes. He's not wearing his glasses, and he doesn't recognise her...
- ☐ This man's playing golf when a kangaroo bounds up to him, grabs his club and hits his ball about half a mile...

The main events are usually described in sequence using the present simple and longer background events are described using the present continuous.

In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as suddenly or all of a sudden:

☐ I was sitting in the park, reading a newspaper, when all of a sudden this dog jumps at me.

We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:

☐ King serves to the left-hand court and Adams makes a wonderful return. She's playing magnificent tennis in this match....

We can use the present simple in phrases such as It says here, I hear, I gather, I see, I understand and They say, (Someone) says, (Someone) tells me to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. It said here, I heard):

- □ I gather you're worried about Ken. □ Jane tells me you're thinking of emigrating.
- □ Professor Otto is at the conference and I hear she's an excellent speaker.

The present simple is often used in newspaper headlines to talk about events that have recently happened:

QUAKE HITS CENTRAL IRAN

FOREIGN MINISTER RESIGNS

SCIENTISTS FIND BRIGHTEST STAR

FIRE BREAKS OUT IN HOTEL ROOM

We can use the present simple to refer to the contents of books, films, newspapers, etc:

- □ Thompson gives a list of the largest European companies in Chapter Six.
- ☐ At the beginning of the book, three men find \$4 million in a crashed plane.
- □ In the film, Joan Smithson takes the role of a private detective.

E

We can use the present continuous with adverbs such as always, constantly, continually or forever to emphasise that something is done so often that it is characteristic of a person, group or thing:

- □ A: I think I'll stay here after all. B: You are constantly changing your mind.
- ☐ Tony is a really kind person. He's always offering to help me with my work.

We often use this pattern to indicate disapproval. The past continuous is used in a similar way with these adverbs (e.g. Was Kath always asking you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:

- □ At 8 o'clock I'm usually driving to work, so phone me on my mobile.
- □ 7 o'clock is a bit early. We're generally eating then.

F

We can use the present (or past) continuous rather than the present (or past) simple with the verb wonder if we want to be especially friendly or polite, particularly if we are unsure about the other person's feelings towards something or how they will react to what we say:

You said that there were only 50 books in the boxes. I'm just wondering/ I was just wondering whether you counted them all? (more polite than 'I just wonder...?')

Grammar review: present continuous → A1-A2; present simple → A3-A5

2.1	Complete these sentences using the verbs in brack	ets Chance the present simple or present
2.1	continuous. (A & B)	ets. Choose the present simple of present
	1 Beckham passes to Giggs who	just over the bar. Manchester United
	much more in this half (pass - s	
	2 A man home late one night after t	
	for him, and she to	
	3 I went to a concert yesterday in the Town Hall.	
	(play – stand – start)	in the scat and to conduct them.
2.2		bou boug wood on board using the progent
2.2	Complete what each person says about the news the tense phrases in C. (C)	ney have read or heard using the present
	1	I see the government's giving the
	Government gives health service billions	health service a lot more money.
	2 Vegecorp to sack 1000 workers.	Vegecorp are going to
	3 (we're going to have
	In a surprise move yesterday President Cartman announced a new public holiday on his birthday,	we re going to have
	August 6th. He made the announcement	
	Did you hear that Tony's	Tony's
	crashed his car again?	
	5 I've got a new job.	she's
	JULIE / LE ST VE GOT & NEW JOS.)	
	6 Scientists from Newtown University	they've found
	claim to have produced a	
	vaccination to prevent malaria.	
2.3	Expand one of the sets of notes below to complete	each dialogue (F)
1	continually/change/mind forever/moan/wo	
	constantly/criticise/driving always/complain	/handwriting-
	1 A: I can't read this. B: You're always complain	ning about my handwriting.
	2 A: Can I borrow £10? B: You're	
	3 A: That was a dangerous thing to do. B: You're	
	4 A: I think I'll stay here after all. B: You're5 5 A: I had a bad day at the office again. B: You're	
2.4		
2.4	Complete the sentences with appropriate verbs, us Use the same verb for each sentence in the pair wi	
	present simple. Use \bigwedge to add any words outside the	
	1 a I whether you could help me. Y	
	house and I need to phone a garage.	
	b 'Do you think Philip would be good at the jo	
	2 a 'Shall I phone at 6.00?' 'No, we usually b Ilamb, thanks. I'm a vegetarian	
	3 a Gielman Henry V in the latest	
	b They constantly loud music un	til the early hours of the morning.
	4 a I normally the children to school	
	b In his 1954 book, Wall a contr	oversial view of Britain's role in the war in

Past simple and present perfect

A

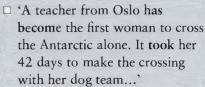
Time expressions that refer to the present, such as this morning/week/month and today, can be used with either past simple or present perfect verbs. If we think of this morning (etc.) as a past, completed time period, then we use the past simple; if we think of this morning (etc.) as a time period which includes the present moment, then we use the present perfect. Compare:

- □ I didn't shave this morning. (= the morning is over and I didn't shave) and
- ☐ I haven't shaved this morning. (= it is still the morning and I might shave later)

В

In news reports, you will often read about or hear recent events introduced with the present perfect, and then the past simple or other past tenses are used to give details:

- ☐ 'The film star Jim Cooper has died of cancer. He was 68 and lived in Texas...'
- ☐ 'The US space shuttle Atlantis has returned safely to earth. It landed in Florida this morning...'





NEWS

C

In a sentence which includes a time clause with *since*, we generally prefer a past simple verb in the time clause and a present perfect verb in the main clause. The time clause refers to a particular point in the past:

- ☐ Since Mr Hassan became president, both taxes and unemployment have increased. (rather than ...has become...)
- ☐ She hasn't been able to play tennis since she broke her arm. (rather than ...has broken...)

Notice, however, that we use the present perfect in the time clause if the two situations described in the main clause and time clause extend until the present:

□ Have you met any of your neighbours since you've lived here? (not ...you lived...)

D

After the pattern It/This/That is/will be the first time... we generally use the present perfect in the next clause:

- □ That's the first time I've seen Jan look embarrassed. (reporting a past event)
- □ It won't be the first time she has voted against the government in her long career. (talking about a future event)

Notice, however, that after It/This/That was the first time... we generally use the past perfect (see Unit 5):

□ It was the first time I'd talked to Ella outside the office.

F

With time clauses introduced by after, when, until, as soon as, once, by the time and the time expressions the minute/second/moment the past simple refers to past, completed events and the present perfect refers to future events. Compare these examples:

- □ After she left hospital (past), she had a long holiday. and
- ☐ After Dominic has left school (future), he will be spending six months in India.
- ☐ The minute I got the news about Sue (past) I telephoned my parents. and
- □ I'll contact you the minute I've got my exam results. (future)

In the time clause in sentences like this it is possible to use the past perfect instead of the past simple (e.g. After she had left...) and the present simple instead of the present perfect (e.g. After Dominic leaves...) with the same meaning (see also Unit 5).

3.1	Choose a verb to complete the sentence. Use the present perfect or past simple. (A)
3.1	have go oversleep read spend wear
	 I a lot this week, but I have to get the book completely finished by this weekend. A: Shall I make us some dinner? It's already 8 o'clock. B: No thanks. I to the dentist this afternoon and my mouth hurts too much to eat anything. I three lectures today and I still have two more later this afternoon. It was so hot today that I shorts and a T-shirt at work. We £200 on food this month and there's another week to go before I get paid. A: Do you want a lift home? B: No, I this morning because my alarm clock
	didn't go off, so I need to work late.
3.2	Complete the sentences with these pairs of verbs. (Note that the verb pairs are not always in sentence order.) Choose the most appropriate tense — present perfect or past simple. (C) be able – feel happen – speak improve – be not want – fall rescue – be work – not have
	1 Maria to go swimming since she in the river.
	2 Since she at the company she a day off through illness.
	3 Since he the girl from the frozen pond, he on TV almost every day. 4 A lot to you.
	5 Since I much more independent
	6 Robert's reading enormously since he at school.
3.3	Choose a verb that can complete both sentences in each pair. Use the present perfect in one and the past simple in the other. Use / to add any words outside the spaces. (E) finish get hear sign
	1 a Remember that after you the contract you won't be able to change your mind. b Carlo's injury only became apparent after he to play for Real Madrid. 2 a As soon as I college I want to travel around Australia.
	b I didn't have time to check the composition. I handed it in as soon as I it.
	3 a By the time Sarah to work the meeting had finished.
	b I'll probably have finished breakfast by the time the children up.
	4 a I recognised her the moment I her laugh.
	b I'll tell you what time we're coming the moment I from Frank.
3.4	Here are some extracts from a television news report. Choose the more appropriate tense – present perfect or past simple – for the verbs given. (B & D)
	1 In tonight's World Cup match, France are currently beating Germany 2–1 with five minutes of the match to go. If the score remains the same it will be the first time Germany (lose) to France since 1998.
	2 The Victoria Hospital in Milltown (close) to new patients after more cases of food poisoning. Three elderly patients (die) last week in the outbreak.
	3 In last night's final Mark Peters (defeat) Ed Myers in three sets. It was the first time in six attempts that Peters (beat) the world champion.
	4 Nearly 600 laptops (steal) from Ministry of Defence staff over the past five
	years. However, a spokesperson(insist) that there had been no security problems
	as none of the computers (hold) secret information

4	Past continuous and past simple
A	When we talk about two events or activities that went on over the same period of past time, we can often use the past continuous or the past simple for both: Sally was reading to the children while Kevin was washing up. (orreadwashed up.)
	Using the past continuous emphasises that the event or activity ('was reading') was in progress during the past period of time ('while Kevin was washing up'). Compare: — When I was learning/ learned to drive I was living with my parents. Was learning emphasises that the activity was in progress ('I had lessons during this time') and learned emphasises completion ('I passed my test during this time').
	When we talk about two or more past completed events that followed one another, we use the past simple, not the past continuous, for both (see also Unit 5C):
В	We usually use the past simple rather than the past continuous to talk about repeated past actions Use went to Spain three times last year. Did you drive past her house every day?
	However, we can use the past continuous, particularly in spoken English, when we want to emphasise that repeated actions went on for a limited and temporary period of past time: When Carlo was in hospital, we were visiting him twice a day. (orwe visited) To lose weight before the race, I wasn't eating any sweets or biscuits for weeks. (orI didn't eat) or to talk about something that happened surprisingly often: Last week I was having to bring work home every night to get it all done. (orhad)
	□ When the builders were here I was making them cups of tea all the time. (ormade)
С	We often use the past simple in a narrative (e.g. a report or a story) to talk about a single complete past event and the past continuous to describe the situation that existed at the time. The event might have interrupted the situation, or happened while the situation was in progress. □ Erika dropped her bag while she was getting into her car. □ She was shaking with anger as she left the hotel.

We can use either the past continuous or past simple (or past perfect; see Unit 5E) to talk about things we intended to do but didn't:

□ We were meaning to call in and see you, but Jane wasn't feeling well. (or We meant...)

Other verbs used like this include: consider + -ing; expect to; hope to; intend to; plan to/on + -ing; think about + -ing/of + -ing; want to. These verbs (with the exception of mean and expect) and wonder about can also be used with the present and past continuous to report what we might do in the future. The past continuous is less definite than the present continuous:

- ☐ I was thinking of going down to London next weekend, but it depends how much money I've got. (less definite than I'm thinking of going...)
- □ We were wondering about inviting Kay over tomorrow. (less definite than We're wondering about...)

D

come – show get – go start – check in	hope – give	live – spend	look – see	play – break
Just as I <u>was getting</u> in I to go away have to finish by Monday.		_		ome work that I
3 When I in Pa 4 A friendly American couple reception.				
I bumped into Mary last week. She a lot better than when I last her.				
My boss into the office just as I everyone my holiday photos.				
7 I badminton four times a week before I my ankle.				
his time, use the same tense	in both spaces.			
add – taste go off – ligh	•	explain pus	h – run no	t watch – dream
The smoke alarm	when he	a cig	garette underne	eath it.
I can't remember how to a teacher it to	*	on. I must confes	s that I	while the

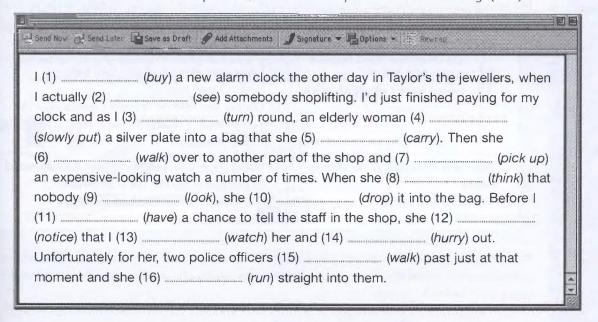
4.2 Look again at numbers 1, 4, 7 and 11 in 4.1. Which of these could *also* be in the past simple? What difference in meaning, if any, would there be?

11 Although the television was on, I ______ it. Instead I _____ about my holidays.

4.3 Complete this text with either the past simple or the past continuous form of the verbs in brackets. Where alternatives are possible, think about any difference in meaning. (A–C)

10 She more salt to the soup, and then it much better.

12 She open the door and into the room.



Past perfect and past simple

A

When we give an account of a sequence of past events we usually put these events in chronological order using the past simple. If we want to refer to an event out of order – that is, an event which happened *before* the last event in the sequence we have written or spoken about – we can use the past perfect. Study the use of the past perfect and past simple in the text on the right:

Don José was a wealthy Cuban landowner who emigrated to Mexico in 1959. The agricultural reforms had begun a few months before this. He moved again in 1965 and made his home in the United States. He had made his fortune in growing sugar cane as a young man in Cuba, and he brought his expertise to his new home.

Order of events:	1 made fortune 2 reforms began 3 emigrated to Mexico 4 moved to U.S.
Order events are mentioned:	1 emigrated to Mexico 2 reforms had begun (out of order) 3 moved to U.S. 4 had made fortune (out of order)

В

D

When we understand that we are talking about events before another past event, we don't have to continue using the past perfect:

- □ We bought a new car last month. We'd driven my parents' old car for ages, but it started (or had started) to fall apart. We put (or had put) a new engine in it, but that didn't solve (or hadn't solved) the problems we were having.
- If the order of past events is clear from the context (for example, if time expressions make the order clear) we can often use either the past perfect or the past simple:
 - □ After Ivan had finished reading, he put out the light. (or ... Ivan finished...)
 - ☐ They were given help and advice before they had made the decision. (or ...they made...)
 - ☐ The two leaders agreed to meet, even though *earlier* talks had failed to reach an agreement. (*or* ...talks failed...)
 - The past perfect is often used in reporting what was originally said or thought in the present perfect or past simple (see also Unit 35):

Talking about a past event	Reporting this past event
☐ 'I have met him before.' ☐ 'The village hasn't changed much.'	 □ I was sure that I had met him before. (notI met him) □ On my last visit to Wixton I found that the village hadn't changed much. (notthe village didn't change)
□ 'Smithers drowned in the recent floods.'□ 'She stole the watch.'	 □ Police were convinced Smithers had drowned in the recent floods. (ordrowned) □ She admitted that she had stolen the watch. (orstole)

E

We can use either the past perfect or past simple (and often past continuous and past perfect continuous; see Units 4 and 7) when we talk about things that we intended to do, but didn't or won't now do in the future:

- ☐ I had hoped to visit the gallery before I left Florence, but it's closed on Sundays. (or I hoped..., I was hoping..., I had been hoping...)
- □ Bill planned to retire at 60, but we have persuaded him to stay for a few more years. (or Bill had planned..., Bill was planning...)

Other verbs used like this include: consider + -ing; expect to; intend to; mean to; think about + ing/of + -ing; want to.

Grammar review: past perfect → A14-A15; past simple → A6-A8

5.1 A number of the events in the text are listed on the right. List the events (i) in the order in which they occurred (or were thought to occur), and (ii) the order in which they are mentioned. Comparing these two lists, consider why the past perfect was used where it is marked. (A & B)

From an account of how a house was bought

When I first saw the old house I had just moved to the area. It had been empty for about a year and was beginning to need some repairs, but the house was exactly what I wanted. But by the time I had put together enough money I learnt that a property developer had bought it and planned to turn it into a hotel. Six months later I had nearly given up hope of finding anywhere to live in the village when I heard that the house was for sale again. The property developer had decided to invest his money in a new housing development on the edge of the village. I bought the house immediately and I've lived there happily ever since.

Events

I moved...

I learnt...

The property developer decided...

I heard...

I first saw the old house

A property developer bought it

I nearly gave up...

I put together enough money...

It was empty

- 5.2 Underline the correct answers. In some cases only one is correct, and in others both are correct. (C & D)
 - 1 As Geoff was introduced to Mrs Snape, he realised that he had met/ met her before.
 - 2 During the previous week, I had been/ went to the gym every evening.
 - 3 He denied that he had taken/ took the money from the office.
 - 4 I didn't know the marking would take so long until I had read/read the first couple of essays.
 - 5 The boy told me that he had lost/ lost his train ticket and didn't know how he would get home.
 - 6 At the conference, scientists reported that they had found found a cure for malaria.
 - 7 The teacher guessed that some of the children had cheated/ cheated in the exam.
 - 8 Thomas explained that he had gone/ went home early because he felt ill.
 - 9 The waiter took my plate away before I had finished/ finished eating.
 - 10 Jane didn't want any dinner. She had eaten/ ate already.
- 5.3 Expand these sets of notes using the past perfect to begin each sentence. (E)

I/expect/operation/painful
Lucy/not intend/become/dentist

I/not think of/cook rabbit

He/not mean/insult/her



- 1 I had hoped to leave by 9.00, but I overslept and missed the train.
- 2 _____; she always wanted to be a vet.
- 3 _____, but I didn't feel a thing.
- 4 ______, until Derek told me how tasty it was.
- 5 ______, but Daphne was very offended.

Present perfect continuous and present perfect

O	present periect
A	We use the present perfect continuous to express the idea of an activity (a task, piece of work, etc.) in progress until recently or until the time of speaking: Have you been working in the garden all day? You look exhausted. She's been writing the book since she was in her twenties and at last it's finished. Notice that we often use time expressions to say how long the activity has been in progress.
	We don't use the present perfect continuous with verbs such as belong, know, (dis)like, and understand that describe unchanging states:
	When we talk about situations (general characteristics or circumstances) that exist until the present we often use either the present perfect or present perfect continuous: "Where's Dr Owen's office?' 'Sorry, I don't know. I haven't been working here for long.' (or I haven't worked here for long. Present perfect continuous emphasises the activity of working; present perfect emphasises the state of having a job.) We've been looking forward to this holiday for ages. (or We've looked forward to Present perfect continuous emphasises a mental process; present perfect emphasises a mental state.)
В	We often use the present perfect or the present perfect continuous to talk about something that has recently finished if we can still see its results. However, we generally use the present perfect continuous with verbs that suggest extended or repeated activity. Compare: □ He's broken his finger and is in a lot of pain. (not He's been breaking) and □ He's been playing football all afternoon and needs a shower! (more likely than He's played)
	We use the present perfect continuous rather than the present perfect when we draw a conclusion from what we can see, hear, etc. We often use this form to complain or criticise: Who's been messing around with my papers? They're all over the place. You've been eating chocolate, haven't you? There's some on your shirt.
	When we talk about the <i>result</i> of circumstances or an activity, we use the present perfect, rather than the present perfect continuous. When we focus on the <i>process</i> we often use either the present perfect or the present perfect continuous. Compare: □ Prices have decreased by 7%. (not Prices have been decreasing by 7%.) and □ Prices have been decreasing recently. (or Prices have decreased) □ I've used three tins of paint on the kitchen walls. (not I've been using three tins of paint on the kitchen walls.) and □ I've been using a new kind of paint on the kitchen walls. (or I've used)
C	We use the present perfect continuous to emphasise that an activity is ongoing and repeated, while the present perfect suggests that the activity happened only once or on a specified number of occasions: □ Joseph has been kicking a football against the wall all day. (more likely thanhas kicked □ He has played for the national team in 65 matches so far. (not He has been playing for the national team in 65 matches so far.)
	Compare: The workers have been calling for the chairman's resignation. (= emphasises a number of times, probably over an extended period) and Workers have called for management to begin negotiations on pay. (= maybe a number of times or only once.)

6.1	Complete the sentences with appropriate verbs, using the same one for each sentence in the
	pair. Use the present perfect in one sentence and the present perfect continuous in the other.
	Use negative forms where appropriate. (A–C)
	disappear give move put read stay stop swim
	1 a Maria Harrisin a rented flat since returning to Liverpool.
	b We at this hotel a couple of times before.
	2 a With their win yesterday, Italy into second place in the table.
	b As house prices in the cities have risen, people into the countryside.
	3 a All day, the police motorists to question them about the accident.
	b Good, the noise I can start concentrating on my work again.
	4 a I any of Dickens' novels.
	b I this book on astrophysics for hours and I'm still only on page 6.
	5 a Dr Fletcher the same lecture to students for the last ten years.
	b Mr Goldman nearly a million pounds to the charity this year.
	6 a I did 20 lengths of the pool today. I that far since I was at school.
	b I and I feel exhausted.
	7 a In recent years, Brazilian companies a lot of money into developing advanced
	technology.
	b The South African coal company the Calverton Mine up for sale.
	8 a An important file from my office.
	b Plants and vegetables from my garden since we had new neighbours.
6.2	The government has just announced that it is cutting the money it gives to the Influenza Research Centre. Complete these texts about it with an appropriate form of the verb given. Use the present perfect continuous if possible; if not, use the present perfect or past simple. Indicate where more than one of these tenses is possible. (A–C and Unit 3)
	a Dr Petra Adams, the Director of the Centre, talks to a reporter:
	It's remarkable to think that since 1950 influenza (1) (claim) more than 50,000 lives in this country, and in 1957 alone around 6,000 people (2) (die). But over
	the last 20 years we at the Centre (3)
	(8) (<i>make</i>) this decision now.
	b Kenneth Sparks, the Opposition spokesperson for science, talks to a television interviewer:
	The previous government (1)
	that the cut is necessary because of the recent world economic problems, I
	(7)(find) evidence that they (8)(plan) this for some time. I
	(9)(speak) to the Minister about this yesterday and (10)(also
	write) to the Prime Minister demanding that the decision should be reversed.

Past perfect continuous, past perfect

	and past continuous
A	We use the past perfect continuous to talk about something that was in progress recently before or up to a past point in time, and the past perfect when we talk about a finished activity before a past time:
	☐ I'd been finishing some work in the garden when Sue arrived, so I didn't hear her come in. (not I'd finished some work in the garden when Sue arrived, so I didn't hear her come in.) and
	☐ I'd finished all the ironing so I started cleaning the windows. (not I'd been finishing all the ironing so I started cleaning the windows.)
^= = \ -	Sometimes we can use either the past perfect continuous or the past perfect with a very similar meaning:
	☐ I'd been working/I'd worked hard all year, so I felt that I deserved a holiday.
В	If we talk about <i>how many</i> times something happened in a period up to a particular past time, we use the past perfect, not the past perfect continuous:
	☐ How many times had you met him before yesterday? (not How many times had you been meeting)
	☐ I had stayed in the hotel twice in the 1980s. (not I had been staying in the hotel twice)
	The past perfect continuous can be used to talk about a situation or activity that went on before a particular past time and (i) finished at that time, (ii) continued beyond it, or (iii) finished shortly before it:
	 (i) We'd been driving for about an hour when the engine suddenly stopped. (ii) She felt terrible during the interview because she had been suffering from flu since the previous day.
	□ (iii) When I last saw John, he'd been running and was out of breath.
	If we are not interested in how long the activity went on, we can use the past continuous instead of the past perfect continuous. Compare:
	□ When the merger was announced it became apparent that the two companies had been discussing the possibility since last year. and
	☐ A friend told me about a conversation she'd recently overheard. Two women were discussing their holiday plans
	☐ I first met Steve and Jane when they had been going out together for five years, and they didn't get married for another three years after that. and
I I I	□ Emma met Graham when she was going out with his best friend.
D	Remember that we don't describe states with continuous tenses (see Unit 1), and we use the past perfect, not the past perfect continuous, even when we focus on the length of a situation up to a particular past time:
	□ We had owned the car for 6 months before we discovered it was stolen. (not We had been owning the car for 6 months)
E	The past perfect continuous is mainly used in written texts and is less common in speech. Here are two examples of the past perfect continuous used in newspaper stories:
可能	☐ The body of a climber who went missing in the Alps was finally found yesterday. Carl

- Sims had been climbing alone in the dangerous area of Harz Waterfall, which has claimed many lives in the past.
- ☐ A spokesman for the company said Morgan hadn't been working for them long and wasn't familiar with safety procedures: 'It was an unfortunate incident...'

7.1	Complete the sentences with one of these verbs, using the same verb for each sentence in the pair. Use the past perfect continuous if possible; if not, use the past perfect. (A)
	apply carry fly smoke work 1 a She for the company since she left school, so I wasn't surprised when she took a new job in London. b She finally her way up from trainee to a management position, and she celebrated her promotion with a big party. 2 a The avalanche them 500 metres down the mountain but no-one was hurt. b She took a bottle from the bag she all the way from home. 3 a Michael all his cigarettes and had to borrow some from Kate. b By the smell in the room and his guilty expression I could tell that Alex 4 a We for visas early, but still hadn't got them by the week before the holiday. b She for jobs, without success, since leaving university. 5 a He all the way from New York to be at yesterday's meeting. b When the plane was diverted, shortly after take-off, it from London to Frankfurt.
	Look again at the sentences where you have used the past perfect continuous and decide when you could use the past simple instead of the past perfect in these sentences. (You may need to study Unit 5 again.)
7.2	Choose the past perfect continuous form of the verb if appropriate; if not, use the past perfect. (B-D) 1 Mrs Bishop to have children for years; then she finally became pregnant at the age of 45. (try) 2 This was the first time we had been to the castle, even though we Edinburgh a few times before. (visit) 3 She bought her first watch at the age of 8. It two pounds. (cost) 4 Meg James children's stories for 10 years when she got her first book published. (write) 5 For some time Mark about passing the exams and eventually decided to change the course he was taking. (worry) 6 My teacher was really annoyed with me. It was the third time I late for school that week. (arrive) 7 I always it would be easy to get a job, and was disappointed to be rejected. (believe) 8 We about Sue when, to our amazement, she walked through the door. (talk) In which one of the sentences where you have used the past perfect continuous do you think the past continuous is more likely? (C)
7.3	Study this conversation extract. If the underlined verbs are correct, write ✓. If they are wrong, correct them using either the past perfect (active or passive) or past perfect continuous. (A–E) A: How was your weekend? B: Not great, actually. I (1) 'd really been looking forward to a relaxing couple of days. But early on Saturday morning Mum phoned to say that Dad (2) had been taking ill. A: Oh, no! What (3) had happened? B: She (4) had just been hearing that he (5) had been flown by helicopter to hospital in Edinburgh from a village called Contin where he (6) had fished with my Uncle Mark. A: And is he okay? What's wrong with him? B: Well, Uncle Mark said that Dad (7) had been complaining of a bad headache most of

yesterday, but he (8) <u>hadn't been wanting</u> to go back to the hotel and spoil the day. But then in the evening, just as they (9) <u>had stopped</u> fishing for the day, he (10) <u>had been collapsing</u>...

Present and past time: review

A	Continuous	and	simp	le

-4	
ń	Continuous and simple
	When we focus on an activity itself, starting before and continuing up to (and possibly beyond) a particular point of time, rather than focusing on actions as completed events, we use <i>continuous</i> forms: □ Janet can't come to the phone. She's washing her hair.
	☐ As you're not using your car at the moment, can I borrow it? ☐ This time yesterday I was flying over the Pacific. ☐ Was she wearing that red dress when you saw her?
	We use simple forms to talk about general situations, habits, and things that are or were always
	true: □ When I worked as a postman I got up at 3 o'clock every morning. □ Miguel doesn't play golf very well. □ These birds build their nests on the ground. □ The earthquake struck the area at midday yesterday. (past simple for completed events)
	We use simple forms with verbs that describe unchanging states; that is, things that stay the
	same: She intends to work hard at school and go on to university. Did you understand the instructions we were given?
	However, we can use continuous forms with these verbs when they describe something
	happening or changing: She was intending to talk to Tony about the idea, but she didn't get the opportunity. I'm understanding physics much better now that Mr Davies is teaching us.
	Perfect
	We use <i>perfect</i> verb forms to describe one event or state from the point of view of a later time. The present perfect suggests a connection between something that happened in the past and the present time. Notice, however, that the situation or event does not have to continue until the time of speaking, only to have some connection or relevance to the present time: □ I've finished the new Harry Potter book now, so you can borrow my copy if you like. □ Have you turned the gas off? I don't like it to be on when I'm not at home. □ Your nose is bleeding. Has somebody hit you?
	The past perfect is used to locate a past event before another past event: □ I invited him out to dinner, but he said he had already eaten. □ By the time I picked up the phone, they had rung off.
	Combinations of perfect and continuous
	We combine the perfect and continuous forms in the present perfect continuous to describe an activity in progress either at or recently before the time of speaking, and possibly beyond it: □ I have been following the discussions with great interest.
	We can also use the present perfect continuous to talk about activities that have recently finished with some result that can be seen, heard, etc.: □ Look at the dirt on your clothes! Have you been digging in the garden again?
The second second	The past perfect continuous has a similar meaning. However, the point of reference is not 'now' (as it is with the present perfect continuous) but a point in the past: □ When we met Simon and Pat, they had been riding.
8	☐ It had been snowing heavily for hours and when I went to the door I couldn't open it.

8.1	Complete this letter from Australia using the following verbs. Use the present simple, present continuous, past simple or past continuous. (A)
	In 1-10 use: arrive feel (×2) get go know spend wait write (×2) In 11-20 use: ask complain enjoy get (not) get on hear look (×2) seem start
	Dear Mum and Dad I (1)amwriting this letter in a hotel room in Perth. I (2) here a couple of hours ago after a long coach journey from Adelaide. I (3) pretty tired so this will only be a short note before I (4) to sleep. As you (5), I (6) last week in Adelaide with Jean and David. I (7) to them a month or so ago to tell them when I would be arriving, and they (8) at the airport for me when I (9) there. For the first few days I (10) quite jet-lagged, but I soon (11) over that after a few days of
	lazing around on the beach. Jean and David (12) living in Adelaide a lot, although Jean (13) for a new job just now. It (14) that she (15) very well with her colleagues. Apparently they constantly (16) about the working conditions and it (17) to annoy Jean. They (18) me to pass on their best wishes to you So now I (19) forward to exploring Perth. I (20) it's a wonderful place. I'll write again in a few days. Love, Abigail
8.2	Complete this extract from a newspaper article with the verbs given. Use the past simple,

present perfect or past perfect. (B)

Aston United (1) have sacked (sack) their	
manager, Neil Ronson. The former England football	

RONSON SACKED IN UNITED CUTS

international (2)(say) that he (3) (hear) the news when he

holiday."

(4) _____ (return) from a three-week holiday in

Spain and that it (5) (come) as a complete shock. "There (6) (be) no hint of any problem when I (7) (leave) for the

Aston United (8) (appoint) Ronson as manager two years ago and last season they (9) (finish) second in the First Division.

However, they (10) _____ (win) only five matches so far this season.

The Chairman of the club, Peter White, last night

(11) (accuse) Ronson of lack of commitment to the club. "Neil's attitude

(12) (disappoint) us recently. Over the last few months he (13) (spend) more time on Spanish beaches than working with the players in Aston."...

8.3 In Unit 7 (Exercise 7.3) you read the beginning of a conversation. Here is the rest of it. If the verb in the underlined section is correct, write \checkmark . If it is wrong, correct it using the past simple, present perfect, past perfect, present perfect continuous or past perfect continuous as appropriate. (A-C)

A: (1) Did he have any health problems recently?

B: Well, he (2) 's been suffering from high blood pressure for some time, but we (3) have thought a fishing holiday in Scotland would be relaxing for him, He (4) worked too hard for months now, and we (5) 've been trying to persuade him to have a break for ages before he finally agreed.

A: So (6) have you gone up to Scotland when you (7) have heard?

B: No, Mum (8) has gone up to be with him, but the doctors (9) have checked him over and (10) had been saying that it's not too serious. They (11) gave him some medicine to bring down his blood pressure and (12) had told him that he needs complete rest for a couple of months. So Mum's driving him back in the car tomorrow.

A: Well, send him my best wishes when you speak to him.

B: Thanks, I will do.

Unit 9	Will and be going to
A HING	We can use either will or be going to to talk about something that is planned, or something that we think is likely to happen in the future: We will study climate change in a later part of the course. (or We are going to study) Where will you stay in Berlin? (or Where are you going to stay?) The south of the city won't be affected by the power cuts. (orisn't going to be affected) We often prefer be going to in informal contexts (see also D).
В	We use will rather than be going to to make a prediction based on our opinion or experience: Under Why not come over at the weekend? The children will enjoy seeing you again. Shall I ask Sandra?' 'No, she won't want to be disturbed.'
	We use be going to rather than will when we make a prediction based on some present evidence: □ The sky has gone really dark. There's going to be a storm. □ 'What's the matter with her?' 'It looks like she's going to faint.'
C	To predict the future we often use will with I bet (informal), I expect, I hope, I imagine, I reckon (informal), I think, I wonder, and I'm sure, and in questions with think and reckon: □ I imagine the stadium will be full for the match on Saturday. □ That cheese smells awful. I bet nobody will eat it. □ When do you think you'll finish work? □ Do you reckon he'll say yes? Be going to can also be used with these phrases, particularly in informal contexts.
D	We use will when we make a decision at the moment of speaking (see GR:B1) and be going to for decisions about the future that have already been made (see GR:B5). Compare: □ I'll pick him up at 8.00. (an offer; making an arrangement now) and □ I'm going to collect the children at 8.00. (this was previously arranged) □ 'Pineapples are on special offer this week.' 'In that case, I'll buy two.' and □ When I've saved up enough money, I'm going to buy a digital camera.
	However, in a formal style, we use will rather than be going to to talk about future events that have been previously arranged in some detail. Compare: \[\textstyle \text{Are you going to talk at the meeting tonight?} \] and \[\textstyle \text{The meeting will begin at 9.00 a.m. Refreshments will be available from 8.30 onwards.}\]
E	We can use will or be going to with little difference in meaning in the main clause of an <i>if</i> - sentence when we say that something (often something negative) is conditional on something else: ☐ If we go on like this, we'll/we're going to lose all our money. ☐ You'll/You're going to knock that glass over if you're not more careful.
	When the future event does not depend on the action described in the <i>if</i> -clause, we use be going to, not will. This kind of sentence is mainly found in spoken English. Compare: □ I'm going to open a bottle of lemonade, if you want some. (= I'm going to open a bottle of lemonade. Do you want some?) <i>and</i> □ I'll open a bottle of lemonade if you want some. (= If you say you want some, I'll open a bottle.)
	However, we use will, not be going to, when the main clause refers to offers, requests, promises, etc. and ability: If Jack phones I'll let you know. (= an offer; ', I'm going to let you know' suggests 'I intend to let you know when Jack phones') If you look to your left, you'll see the lake. (= you'll be able to see; 'you're going to see, 'suggests 'I know this is what you can see when you look to your left')
= = 391 2000	see' suggests 'I know this is what you can see when you look to your left') and when one thing is the logical consequence of another: ☐ If you don't switch on the monitor first, the computer won't come on.
18	Grammar review: will \rightarrow B1–B4; be going to \rightarrow B5

9.2

Complete the text using the verbs given. Choose will ('II) or (be) going to with each verb, depending on which is more appropriate. (A–D)
1 A: I can't come over during the day.
B: I you tomorrow evening, then. (see)
2 The method is quite simple, and I'm sure it familiar to most of you already. (be
3 Have you seen Karen recently? She another baby. (have)
4 A: Did you get the theatre tickets?
B: No, I forgot all about them. I them tomorrow. (book)
5 Wherever you go in Brazil, you the people very friendly. (find)
6 John says he a politician when he grows up – and he's only 5 years old! (be)
7 Are these new skis yours? you skiing? (take up)
8 It's getting very humid – we athunderstorm. (have)
9 A: We've got small, medium and large. What size do you want?
B: I a large one, please. (have)
10 A: Shall I give Ian another ring?
B: Yes, I expect he home by now. (be)
11 A: What are all those bricks for?
B: I a wall at the side of the garden. (build)
12 I hear you your car. How much do you want for it? (sell)
13 You can't play football in the garden. I the grass. (cut)
14 A: What's the matter with Paula?
B: She says she
A: She better with some fresh air. (be sick – feel)
15 A: I've been offered a new job in Manchester, so I
B: When your boss?
A: I'm not sure. Perhaps I to see him later today. (leave – tell – try)
16 A: Did I tell you I dinner with Ken on Thursday?
B: But we a film with Ray and Mary on Thursday. You've known about it for
weeks.
A: Sorry. In that case, I a different day with Ken. (have - see - sort out)
Complete the sentences with will ('II) or (be) going to and an appropriate verb. If both will and be going to are possible, write them both. (E)
1 If you want me to, I <u>'ll explain</u> how the equipment works.
2 If you listen carefully, you an owl in the trees over there.
3 You your back if you try to lift that box.
4 If I give you the money you me some oranges when you're out?
5 If you press the red button, the machine
6 I
7 He's been told that if he's late once more he
8 If you want to help us, we those trees at the bottom of the garden.

Unit 10	Presenthe fu
	Present sim
A	We can often some timetal for fixed, un Does The si We avoid the predictions. Are yo just st It's on affects
В	We use the p ☆ in time cla until: □ When □ I shou ☆ in conditi □ Provice
	- PH b.

nt simple and present continuous for iture

-										1	
μ	re	CI	PI	1	t	CI	m	1	n	ı	P
	10	3		н	L	si	ш	н	μ	ш	-

We can often use either the present simple or w	ill to talk	about fu	ture ev	ents that a	re part of	
some timetabled or programmed arrangement of	r routi n e	. Howeve	er, we p	refer the p	oresent simp	1
for fixed, unchangeable events. Compare:						

- the sale finish on Thursday or Friday? (or Will the sale finish ...?) and
- an rises at 5.16 tomorrow. (more likely than The sun will rise...)

e present simple when we talk about less formal or less routine arrangements, or Instead we use will, be going to, or the present continuous:

- ou just staying in to watch TV tonight, or are you coming dancing? (not Do you ay to watch TV tonight, or do you come...)
- ly a problem in Britain now, but it will affect the rest of Europe soon. (not... but it the rest of Europe soon.)

present simple, not will, to refer to the future -

- auses with conjunctions such as after, as soon as, before, by the time, when, while,
 - you see Dave, tell him he still owes me some money. (not When you will see Dave...)
 - ld be finished by the time you get back. (not ... by the time you will get back.)
- onal clauses with if, in case, provided, and unless:
 - ded the right software is available, I should be able to solve the problem.
 - ☐ I'll bring some sandwiches in case we don't find anywhere decent to eat.
- * when we talk about possible future events with suppose, supposing, and what if at the beginning of a sentence. Notice that the past simple can be used with a similar meaning:
 - ☐ Suppose we miss the bus how will we get home? (or Suppose we missed...)
 - □ What if the train's late? Where shall I meet you then? (or What if the train was late?)

Present continuous

We can often use either the present continuous or be going to with a similar meaning to talk about planned future events. This use of the present continuous indicates that we have a firm intention or have made a definite decision to do something, although this may not already be arranged:

- ☐ Are you seeing the doctor again next week? (or Are you going to see...?)
- ☐ I'm not asking Tom to the party. (or I'm not going to ask...)

However, we don't use the present continuous for the future –

- * when we make or report predictions about activities or events over which we have no control (we can't arrange these):
 - ☐ I think it's going to rain soon.
 - ☐ Scientists say that the satellite won't cause any damage when it falls to Earth some time this afternoon.
- ☆ when we talk about permanent future situations:
 - □ People are going to live/will live longer in the future.
 - ☐ Her new house is going to have/will have three floors.

Many people avoid be going to + go/come and use the present continuous forms of go and come instead:

- ☐ I'm going to town on Saturday. (rather than I'm going to go to town...)
- ☐ Are you coming home for lunch? (rather than Are you going to come...?)

10.1	Use the present simple of one of these verbs to complete the sentences if possible. If not, use will + infinitive. (A-C)
	accept change get give out go lend look after
	1 We our exam results on the 20 th August. 2 Jack our cats while we're away next week. 3 I think I'll take an umbrella in case it
	4 There is a reading list to accompany my lecture, which I at the end. 5 The new drug on sale in the USA next year.
	6 The concert at 7.30, not 7.15 as it says in the programme.
	7 Provided it raining, we'll go for a walk this afternoon. 8 What if I my plans and decide to stay in Taiwan longer? Will I need to renew my visa?
	9 WeSue when she leaves, but she says she'll keep in touch. 10 Unless my parents me some money, I won't be able to go on holiday this year. 11 Tonight France Germany in a match important for both teams.
	12 It is unlikely that the government the court's decision. 13 Supposing I to transfer a file from one computer to another? How do I do that? 14 By the time you this letter, I should be in New Zealand.
10.2	Cross out any answers that are wrong or very unlikely. If two answers are possible, consider the difference in meaning, if any, between them. (C, D and Unit 9)
	1 It's not a deep cut, but it a scar. (a) will leave (b) is going to leave (c) is leaving 2 Did you know I a new car next week?
	(a) will buy (b) am going to buy (c) am buying
	3 'I'm not sure how I'll get to the concert.' 'We can take you. We you up at 8.00.' (a) will pick (b) are going to pick (c) are picking
	4 I'm sorry I can't come for dinner. I to York tonight. (a) will drive (b) am going to drive (c) am driving
	5 The new road the journey time between the cities significantly.
	(a) will cut (b) is going to cut (c) is cutting 6 I have to go now. I
	(a) will call (b) am going to call (c) am calling 7 Don't go out now. Ilunch and it'll be cold by the time you get back.
	(a) will serve (b) am going to serve (c) am serving
	8 Unless help arrives within the next few days, thousands
10.3	Complete these texts with either present simple for the future or present continuous for the future with the verbs given. If neither of these is correct, use will or be going to. (Units 9 & 10) 1 A: Alan Johnson (1) (join) us for dinner. You know, the novelist.
	B: Yes, I've read some of his books. A: I'm sure you (2)
	2 A: Have you heard that BWM (1) (sack) 300 workers? B: That's bad news. Supposing they (2) (close) completely – that would be awful.
	A: But I've heard that they (3) (build) a new factory in Ireland. If you read today's local newspaper, you (4) (see) a long article on it.

l	n 1	

В

Future continuous and future perfect (continuous)

Future continuous: I	will	be	doing
----------------------	------	----	-------

We can use the future continuous to talk about something that is predicted	to start before a
particular point of future time, and that may continue after this point. Oft	en it is the result of a
previous decision or arrangement:	

- ☐ This time next year this part of the garden will be looking beautiful.
- ☐ She will be taking up her place at university in October.
- □ When it goes into orbit, the spacecraft will be carrying 30 kilos of plutonium.

We can also use the future continuous to talk about a future activity that is part of the normal course of events or that is one of a repeated or regular series of events:

- □ Dr Jones will be giving the same talk in room 103 at 10.00 next Thursday.
- □ Will you be driving to Glasgow, as usual?

We can often use either the future continuous or the present continuous when we talk about arranged activities or events in the future (see also Unit 10). Compare:

- □ We will be leaving for Istanbul at 7.00 in the evening. (timetabled; or ...are leaving...) and
- □ When the race starts later this afternoon the drivers will be hoping for drier weather than last year. (not ...are hoping...; not reporting the details of a programme or timetable)

The future continuous is sometimes used to indicate that a future activity is pre-arranged. Using will can indicate willingness, intention, invitation, etc. Compare:

- \square Ann will be helping us to organise the party. (suggests a previous arrangement) and
- ☐ Ann'll help us organise the party. (suggests she is willing to help)

When we don't want to indicate willingness, intention, invitation, etc., we prefer to use the future continuous instead of will. For example, if guests have stayed longer than you wanted, and you don't know when they are leaving, you might ask:

- □ Will you be staying with us again tonight? (asking about their plans) rather than
- □ Will you stay with us again tonight? (they might think this is an invitation)

Future perfect and future perfect continuous: I will have done and I will have been doing

We use the future perfect to say that something will be ended, completed, or achieved by a particular point in the future:

- \square By the time you get home I will have cleaned the house from top to bottom.
- ☐ I'm sure his awful behaviour will soon have been forgotten. (= passive form)

We use the future perfect continuous to emphasise the duration of an activity in progress at a particular point in the future:

- □ On Saturday, we will have been living in this house for a year.
- □ Next year I will have been working in the company for 30 years.

With both the future perfect and future perfect continuous we usually mention the future time (By the time you get home..., On Saturday..., etc.).

The future continuous, future perfect and future perfect continuous can also be used to say what we believe or imagine is happening around now:

- □ We could ask to borrow Jim's car. He won't be using it today he went to work by bike.
- \square Most people will have forgotten the fire by now.
- ☐ Tennis fans will have been queuing at Wimbledon all day to buy tickets.

We can use the future perfect continuous to say what we think was happening at a point in the past:

- ☐ Motorist Alan Hesketh will have been asking himself whether speed cameras are a good idea after he was fined £100 last week for driving at 33 mph in a 30 mph zone.
- Grammar review: future continuous → B8

Exercises Unit 11

11.1	Choose a verb that can complete both so (will/won't be + -ing) in one sentence a give leave move use we			
	1 a I'm sorry that the train is delayed, ladies and gentlemen, but we the station a soon as the driver arrives. b Without more cheap housing, families the village and find homes in town. 2 a you late at the office again? I want to know when to cook. b 'We need to get this order sent out before Monday.' 'Well, I over the weekend if that will help.' 3 a I my car until next week, so you can borrow it if you like. b My father a computer. He says he's very happy with his old typewriter for letters and doesn't want to change now. 4 a Is your suitcase very heavy? I you a hand with it if you like. b Dr Sankey evidence at the trial of James Morgan next week. 5 a He's parked his car across our drive and says he it. Shall I call the police? b The company's headquarters closes in June, when most of the staff to its new building in Madrid.			
1.2	Use a beginning from (i), an ending from (iii), and a verb from (ii) to make sentences, as in 1. Use either the future perfect or the future perfect continuous. (C & D)			
	(i) (ii)	(iii)	
	by the end of the year then we 3 In two years' time Morneau 4 I am confident that I	act achieve elear- finish discover	the objective we set ourselves when we took overby the morning and tomorrow will be dryfor 50 years, and shows no sign of retiring from the theatrethe report before the end of the weekit for a month, and I'm still only half way.	

1 The weather forecast says that the rain will have cleared by the morning and tomorrow will be dry.

going home.

conference programme.

11.3 Here is part of a letter from Jane to her friend Rosa, a teacher in England. Underline the correct alternative. (A–D)

read

work

Darwin, 20th December

...for 12 hours without a break and I'm

...there have been some late changes to the

Dear Rosa

difficult. On Saturday I...

or not, by 9 o'clock I...

6 Whether I've finished the report

7 As delegates who arrived early...

Hope this finds you all well. I suppose by now school (1) will close/ will have closed for Christmas and you (2) will be enjoying/ will have been enjoying a rest. It's hard to believe that Tim's already 18 and that it's only a few months until he (3) will be leaving/ will have been leaving school for college.

My main news is that my brother, John, and his family (4) will have been arriving/ will be arriving next Friday as part of their big trip around the world. By the time they get here they (5) will be going/ will have been to California and New Zealand. No doubt John's children (6) will have been planning/ will plan it all out for months! They (7) won't be spending/ won't have spent all their time with me. John has to go to Perth on business, so 1 (8) will have kept/ will be keeping the rest of the family entertained while he's away. Then they (9) will all be going/ will all have been going to Sydney ...

Be to + infinitive

The Art of the State of the Sta	
A	Be to + infinitive is commonly used in news reports to talk about events that are likely to happen in the near future: □ Police officers are to visit every home in the area. □ The main Rome to Naples railway line is to be reopened today. (passive form)
	It is used to talk about formal or official arrangements, formal instructions, and to give orders: You are not to leave the school without my permission. The European Parliament is to introduce a new law on safety at work. Children are not to be left unsupervised in the museum. (passive form) Passive forms are often used to make orders and instructions more impersonal.
	Notice that we only use be to + infinitive to talk about future events that can be controlled by people. Compare: □ In the next few years, thousands of speed cameras are to appear on major roads. (orwill appear) and □ Scientists say they can't predict when or where the disease will appear again. (notthe disease is to appear again; the appearance of the disease can't be controlled)
	 □ The President is to return to Brazil later today. (orwill return) and □ The comet will return to our solar system in around 500 years. (not The comet is to return; the movement of the comet can't be controlled)
	However, when be to + infinitive refers to the future from the past (see Unit 14B), we often use it to describe what happened to someone, whether they were able to influence events or not: Matthew Flinders sailed past Tasmania in 1770, but it was to be a further 30 years before he landed there. Clare Atkins was to write two more books about her experiences in Africa before her death in 1967.
В	We often use be to + infinitive in if-clauses to say that something must happen first (in the main clause) before something else can happen (in the if-clause): If the human race is to survive, we must look at environmental problems now. The law needs to be revised if justice is to be done. (passive form)
	Compare the use of be to + infinitive and the present simple for the future in <i>if</i> -clauses: If Jones is to win gold at the next Olympics, he needs to work on his fitness. and If Jones wins gold at the next Olympics, he has said that he will retire from athletics.
	Notice how the order of cause and effects in <i>if</i> -sentences is reversed with these two tenses: ☐ If Jones is to win gold (= effect), he needs to work (= cause) and ☐ If Jones wins gold (= cause), he has said that he will retire (= effect)
С	We can use be about to + infinitive to say that something will (not) happen in the very near future: □ I'm about to start work on my second novel. □ Appearing on TV might make her famous, but it's not about to make her rich.
	Notice that while be to + infinitive is mainly used in news reports and formal contexts, we often use be about to + infinitive in conversation: □ We're just about to eat. Do you want to join us? □ I was about to go to bed when my brother turned up.

Exercises Unit 12

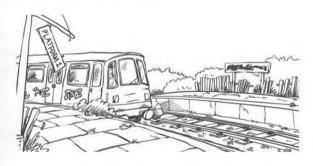
12.1 Complete these newspaper extracts using the verbs given. Use be to + infinitive if possible and will + infinitive if not. Use active or passive forms as necessary. (A)

- 3 Stafford Boys' School (*merge*) with the nearby Stoke Girls' School to form a new co-educational establishment.
- 4 There are fears that sea levels (rise) catastrophically in the next 50 years.

Now use these verbs to do the same in 5 to 9.

- 7 Production line staff at the Heathcote garden furniture factory in Northam

- 9 The recent rapid rise in house prices in the south east the demand for higher salaries among lower-paid workers.
- 12.2 Underline the correct answers. In some cases both alternatives are possible. (B & C)
 - 1 You need to work much harder if you havel are to have any chance of passing the exam.
 - 2 My sister is to startl is about to start a PhD in Physics.
 - 3 Mrs Patel is likely to become the Foreign Minister if the party winsl is to win power at the next election.
 - 4 If you enjoyl are to enjoy romantic comedies, then this is a film you must see.
 - 5 'Can you type this letter for me?' 'Sorry, I'm just to gol 'm just about to go home. It'll have to wait until tomorrow.'
 - 6 If Beckman recoversl is to recover from a foot injury, it seems certain that he will play in Saturday's match against Spain.
 - 7 If the university *keepsl is to keep* its international reputation, it must first invest in better facilities for students.
 - 8 Jim Brandon has denied that he is to resign/ is about to resign as marketing manager.
 - 9 If the railway system is improved is to be improved, the government should invest substantial amounts of money now.



Unit 13

Other ways of talking about the future

A	Some phrases are commonly used to refer to actions or events in the future with a meaning similar to be about to + infinitive (see Unit 12C). We can use be on the verge of/ brink of/ point of (+ -ing or noun) to say that something will happen soon: People are on the verge of starvation as the drought continues. Scientist are on the brink of making major advances in the fight against AIDS. I looked for my car everywhere in the car park but couldn't find it. I was on the point of phoning the police, when I remembered that I'd walked to work that morning. Be on the brink of usually refers to something important, exciting, or very bad.
	We use be due to (+ infinitive) to say that something is expected to happen at a particular time, be sure/bound to (+ infinitive) to say that something is likely or certain to happen, and be set to (+ infinitive) to say that something is ready to happen. □ The company's chief executive is due to retire next year, but following today's announcement of further losses she is sure to be asked to leave sooner. □ 'Will there be somewhere to get a coffee at the station?' 'Oh, yes, there's bound to be.' □ Her new film is set to be a great success. Notice that we use due to + noun to give the reason for something, not to talk about the future (e.g. Due to illness, Pavarotti is unable to perform tonight).
	Note that past tense forms of be can be used with these phrases to talk about future events seen from the past: □ It was his 64 th birthday in 1987 and he was due to retire the following year.
В	We use some verbs with a to-infinitive to talk about intentions: Do you mean to work any harder in your second year at college? We guarantee to refund your money if you are dissatisfied with the computer. Other verbs like this include agree, aim, expect, hope, intend, plan, promise, propose, resolve, undertake, and want. The present continuous + to-infinitive or present simple + to-infinitive can be used with aim, expect, hope, intend, plan, propose, and want to talk about intentions: I'm aiming to get to Bangkok by the end of June. (or I aim to get)
	Some people, particularly in speech and in journalism, use be looking + to-infinitive to mean planning a course of action: We're looking to create 3,000 jobs in the city over the next year.
	When these verbs are used with past tense forms, they are concerned with future events seen from the past (see also Unit 14): □ Jack had resolved to become fluent in Spanish before his 30 th birthday. □ She was expecting to inherit her father's fortune when he died. □ The new management had been looking to create 20 new jobs.
C	Some people use shall (and shan't) instead of will (and won't) in statements about the future with I and we. However, it is more common to use will (particularly its contracted form 'll) and won't: □ He was a good friend and we shall miss him greatly. (more commonlywe'll miss) □ I definitely intend to visit Canada, but I shan't go for the next five years. (more commonlyI won't)
	In current English we don't usually use shall/shan't with other subjects (it, she, they, etc.) to talk about the future, although this is found in formal rules and in older literary styles: □ The match referee shall be the sole judge of fair play. □ All people of the world shall live together as brothers.

3.1	E)	due – announce point – phone verge – quit	complete the sente verge – become sure – prove due – undergo	bound – for set – rise	a second second second second	set – make point – turn back
	1	The government's workers.	tax increases are	sure to prove	unpopular, especia	lly among low-paid
	2		ting heavier, and I v	vas	when I saw light	s from a house across
	3		ited to own a sports	car and now	my dream is	a reality
		Contract of the Contract of th	and the larger transfer and the second			the public later today.
		The number of ne	w jobs in London is			en more dramatically
	,	in the next few ye		1 11	2.1 .1 .1	
	6			n dollar contra	ct with the oil comp	any when it was taken
7	10	over by its main r			-l	
/	18				the party tonight? I	
0/	10					s them.
91	10					ured shoulder. He was
441			Secret south the contract to the contract of		ration was unsucces	
11/	12					on increasing support
					Many farmers are atter must be decided	
3.2				a recognition of the second control of the s	er the present simp e, write them both.	
		aim – to study propose – to deal	expect - to finis resolve - to give			end - to move
	1	My computer is n	ow 5 years old, and	I 'm looking	to replace it with	a faster one.
			the course we'll stu			half I
	3			nit we	it later this we	ek
			and the second second second second		harder d	
		course.	ien work at conege .	o lai, bat I mini	minimum Hurder u	aring the rest of the
	5		ne sme	oking but by F	ebruary he has start	ed again
					a suppl	
				100		closer to my work in
		the next few mont		iree nours a da	y, Dut I	closer to my work m
3.3		nderline the possib		1 (1	1 1 11 11	1
		possible.			nt who <i>shall/ will</i> re	ply as soon as
			/ won't be able to g			
			its shall will be very		our decision. v <i>all/ will</i> be eligible t	o vote in the
	7	Only people over	the age of 10 on 31	St December sh	an win be engible t	o vote in the

5 You shan't won't want to eat your dinner tonight after all that chocolate.

referendum.

27

The future seen from the past

There are a number of ways of talking about an activity or event that was in the future at a particular point in the past. In order to express this idea, we can use the past tenses of the verb forms we would normally use to talk about the future. These forms are often used in reporting (see Units 32–36). Compare the following sentences:

The future from now	The future from the past
 □ I haven't got much money, so I think I'll stay at home this summer. □ I'm not going to say anything about the exams today, because I don't have time. □ I'm having a meeting with my tutor tomorrow to discuss my work. □ Will you be going alone, or is Jane going with you? □ The exam will have finished by 3 o'clock, so I'll see you then. □ There is to be a meeting of ministers this evening. □ When the school closes, all the teachers and children are to be moved to one nearby. □ As the bell is about to go for the end of the lesson, you can pack your books away. 	 □ Maureen decided that she would stay at home for the summer. □ I wasn't going to say anything about the exams, but the students asked me to. □ I couldn't go to the match because I was having a meeting with my tutor. □ At the time, I thought I would be going alone, but then Tom said he wanted to come □ The exam was so easy that most people would have finished after 30 minutes. □ It was announced that there was to be a meeting of ministers that evening. □ As she approached retirement she heard that she was to be moved to a post in a nearby school. □ The bell was about to go when all the children started to pack their books away.
☐ It was announced this morning that ther n some cases we don't know whether the activ ☐ I didn't phone to give him the news becaupset when I told him. (= we saw each o ☐ We were seeing each other later that day each other) ☐ They left the house at 6.00 a.m. and worreached Edinburgh) and	rity or event happened or not. Compare: nuse we were seeing each other later. He was very
use was/were to + infinitive (for things that act participle (for things that were expected, but di	idn't happen): etor in the theatre company, but in fact some of ter known. er he had bought was stolen.
	ng in restaurants, but restaurant owners have

☐ I was supposed to help, but I was ill. (more natural than I was to have helped...)
and that was/were to + infinitive can be used informally to talk about things that didn't happen:
☐ We were to see each other that day, but I had to phone and cancel. (or We were to have

seen.../We were supposed to see...)

B

- 14.1 Write ✓ if the underlined parts are correct. If they are wrong, correct them. (A)
 - 1 I'm going to do the washing, but we'd run out of washing powder.
 - 2 The concert tonight would be over by about 9.30. We could eat after that.
 - 3 When we were passing Mike's house, we thought we'd drop in and see him.
 - 4 'Where shall I hang my coat?' 'Sorry, I thought Dawn will have shown you. The cloakroom is through there.'
 - 5 The manager of Newtown United said that the team is to be announced at 9.00 tomorrow.
 - 6 The second half was about to start, so shall we go back to our seats now?
 - 7 I knew that by the morning I would be feeling exhausted, but I just couldn't refuse her invitation to go dancing.
 - 8 'Where's Alan? He is supposed to be here yesterday, and there's still no sign of him.' 'I'm about to ask the same question.'
 - 9 I didn't phone Tom this morning because I was going to see him when I've finished work.
 - 10 DNA testing was to be used by police in the search for the missing Dublin schoolboy. His parents have welcomed the news.
 - 11 We are meeting at 7.00 in the Globe coffee bar. Can you be there, too?
 - 12 We didn't expect that having a rabbit as a pet will cause so many problems.



In which three cases can we use either a past or present tense form in the underlined parts?

- 14.2 Choose the more appropriate alternative, (a) or (b), to complete these sentences. (B)
 - 1 The meeting was to have taken place in the hall,...
 - a but had to be cancelled at the last moment. b and was well attended.
 - 2 She was to have appeared with Elvis Presley in his last film...
 - a and was a tremendous success. b but the part went to her sister.
 - 3 Later, in Rome, I was to meet Professor Pearce...
 - a but he left before I got there.
 - b and was very impressed by his knowledge of Italian culture.
 - 4 The twenty police officers who were to have gone off duty at 8.00...
 - a went to the Christmas party. b had to remain in the police station.
 - 5 It was to take 48 hours to get to Japan...
 - a and we were exhausted when we arrived. b but we managed to do it in only a day.
 - 6 After the war he was to teach at London University...
 - a but no money was available to employ him. b for 10 years.
 - 7 The bridge was to have been completed this year...
 - a but a number of accidents have led to delays.
 - b and is to be opened by the president next month.
 - 8 The new road was to have a major impact on traffic in the busy town centre,...
 - a making life much easier for commuters. b but the crowded roads continued.
 - 9 The construction of the cathedral was to have begun in 1650...
 - a but a shortage of labour delayed the start for a further 20 years.
 - b and go on for over 80 years.
 - 10 We were to stay with Vince in Lisbon...
 - a many times before he moved to Madrid. b but he moved to Madrid.

Unit 15	Can, could, be able to and be allowed to
A	Can, could and be able to: talking about ability We sometimes use be able to instead of can and could to talk about ability. However, we avoid be able to − ☆ when we talk about something that is happening as we speak: □ Watch me, Mum; I can stand on one leg. (notI'm able to stand on one leg.) ☆ before passives: □ CDs can now be copied easily. (rather than CDs are now able to be copied) ☆ when the meaning is 'know how to': □ Can you cook? (rather than Are you able to cook?)
В	If we talk about a single achievement, rather than a general ability in the past, we usually use be able to rather than could. Compare: □ Sue could play the flute quite well. (orwas able to; a general ability) and □ She swam strongly and was able to cross the river easily, even though it was swollen by the heavy rain. (not She swam strongly and could cross; a specific achievement) However, could is usually more natural – ☆ in negative sentences: □ I tried to get up but I couldn't move. (rather thanI wasn't able to move.)
	 ☆ with verbs of the senses – e.g. feel, hear, see, smell, taste – and with verbs of 'thinking' – e.g. believe, decide, remember, understand: □ I could remember the crash, but nothing after that. (rather than I was able to remember) ☆ after the phrases the only thing/place/time, and after all when it means 'the only thing':
C	Can and could: talking about possibility To talk about the theoretical possibility of something happening we use could, not can. However, we use can, not could, to say that something is possible and actually happens. Compare: □ It could be expensive to keep a cat. (= if we had one, it could or it may not be expensive) and □ It can be expensive to keep a cat. (= it can be, and it sometimes is)
	We use can't, not couldn't, to say that something is theoretically or actually impossible: □ There can't be many people in the world who haven't watched television. □ The doctor can't see you this morning; he's busy at the hospital.
D	We use can to indicate that there is a very real possibility of a future event happening. Using could suggests that something is less likely or that there is some doubt about it. Compare: □ We can stay with Jim in Oslo. (= we will be able to stay) and □ We could stay with Jim in Oslo. (= it's possible; if he's there)
	Could and be allowed to: talking about permission
E	To say that in the past someone had general permission to do something – that is, to do it at

To say that in the past someone had *general* permission to do something – that is, to do it at any time – we can use either could or was/were allowed to. However, to talk about permission for one *particular* past action, we use was/were allowed to, but not could. Compare:

- ☐ Anyone was allowed to fish in the lake when the council owned it. (or ...could fish...) and
- ☐ Although he didn't have a ticket, Ken was allowed to come in. (not ...could come in.) In negative sentences, we can use either couldn't or wasn't/weren't allowed to to say that permission was not given in general or particular situations:
 - □ We couldn't/weren't allowed to open the presents until Christmas morning.

Grammar review: can, could \rightarrow C1–C4; be able to \rightarrow C5–C6; be allowed to \rightarrow C7

15.1 Underline the correct or more natural answer. If both answers are possible, underline them both. (A & B)

- 1 Valuables can/ are able to be left in the hotel safe. Please ask at the reception desk.
- 2 We could/were able to finish the football match before it started snowing too heavily.
- 3 The rebels could/ were able to draw on the support of over 20,000 soldiers.
- 4 Could you/ Were you able to understand Professor Larsen's lecture? I found it really difficult.
- 5 'Do you want a game?' 'Sorry, I can't/'m not able to play chess.'
- 6 Look at me, I canl 'm able to ride my bike without any help.
- 7 When the fire officers arrived they *could/ were able to* put out the flames in a couple of minutes.
- 8 The air was so polluted in the city centre, I could hardly/ was hardly able to breathe.
- 9 I knew John had been smoking. I could/ was able to smell the cigarettes when I came into the room.
- 10 Can you! Are you able to drive without your glasses?

camp at the end of their garden!

b

- 11 No changes can/ are able to be made to this rail ticket after purchase.
- 12 He could/ was able to untie the ropes without the guards noticing.
- 13 She looked all over the house, but couldn't/ wasn't able to find her keys anywhere.
- 14 I was very busy at work, but I could/ was able to have a couple of days off last week.
- 15.2 Complete these texts with can, could and be allowed to. Use negative forms where necessary. Where two answers are possible, give them both. (A–E)

We went camping in the north of Spain last July. As you probably know, it

(1) rain a lot on the coast, even in mid-summer, and the day we arrived we (2) believe how heavy the rain was. Eventually we found a place to camp, in a field next to a beach. We had a new tent – the advertisement for it said, 'This tent (3) be assembled in two minutes with no previous experience.' What a joke! Now, there (4) be many people who haven't had difficulty putting up a tent at some time, but it took us more than two hours. And then, just as it was finished, a man came along and said that we (5) camp there – it was private property. So we had to

take the tent down again. Then Sue just said, 'Well, we (6) _____stay here all night. Let's go to that hotel in the last village we drove through.' Unfortunately,

when we got there they were full. But they were very kind and we (7)

Unit 15	III, would and used to
	We can use will (for the present) and would (for the past) to talk about characteristic behaviour or habits: □ Every day Dan will come home from work and turn on the TV. □ At school she would always sit quietly and pay attention. and about things that are or were always true: □ Cold weather will kill certain plants. □ During the war, people would eat all kinds of things that we don't eat now. (For the use of will to talk about the future, see Unit 9.)
	We don't use will or would in this way to talk about a particular occasion. Compare: □ Each time I gave him a problem he would solve it for me. and □ Last night I gave him a problem and he solved it for me. (not Last night I gave him a problem and he would solve it for me.) However, we can use will not (won't) and would not (wouldn't) in either case. Compare: □ He would/wouldn't walk the 5 miles to his place of work. (characteristic behaviour) and □ She wouldn't say what was wrong when I asked her.
В	In speech, we can stress will or would to criticise people's characteristic behaviour or habits. It often suggests that criticisms have been made before but ignored: She just won't do the washing up when I ask her. I was happy when Sam left. He would talk about people behind their backs.
	We can also criticise a person directly or express disapproval of something they have done or do regularly using will: — 'I feel sick.' 'Well, if you will eat so much, I'm not surprised.' (indicating disapproval)
С	We can use use will to draw conclusions or state assumptions about things that are the case now (see also Unit 9B): □ Jack will be at home by now. Let's go and see him. □ You will know that John and Sandra are engaged. (= I believe you already know)
D	When we talk about repeated events in the past that don't happen now we can use either would or used to + infinitive. However, we can use would only if the time reference is clear. Compare: \[\text{ We used to play} in the garden. (not We would play; time reference not given) and \[\text{ Whenever we went to my uncle's house, we would/used to play in the garden.} \] We can use used to but not would when we talk about past states that have changed: \[\text{ Didn't you use to smoke at university?} \]
	We don't use either used to or would when we say exactly how many times in total something happened, how long something took, or that a single event happened at a given past time: Use visited Switzerland four times during the 1970s. (not We would/used to visit) She went to Jamaica last month. (not She would/used to go to Jamaica last month.)
E	To talk about an <i>unreal past</i> situation – that is, an imaginary situation or a situation that might have happened in the past, but didn't – we use would have + past participle: □ I would have been happy to see him, but I didn't have time. □ My grandmother wouldn't have approved of the exhibition.
	However, when we want to indicate that we think a past situation actually happened, we prefer will have + past participle: As you will have noticed, he's got new glasses. (rather thanwould have noticed) Most people won't have seen last night's lunar eclipse. (rather thanwouldn't have seen)
20	

6.1	If possible, complete these sentences with will (or won't) or would (or wouldn't) followed by one of these verbs. If it is not possible to use will or would, use a verb in the past simple. (A & C)
	come decide eat help invite keep remember
	1 Amy works really hard. Every afternoon she home from school at 4.15 and do an hour of piano practice.
	2 Richard phoned yesterday and me out for dinner.
	3 When Dominic was young he any green vegetables.
	4 The creaking noises in the old house me awake until I became accustomed to them.
	5 I'm sure that many peopleseeing Sarah Thomas on television in the 1980s.
	6 Whenever I had a problem with my maths homework, Sam me.
	7 After standing on the bathroom scales, I that I needed to lose some weight.
16.2	If necessary, correct these sentences using would or used to. If neither would nor used to is correct, use a past simple verb form. (D)
	1 I would enjoy studying Latin when I was at school.
	2 Orwell would spend winters in Spain and summers in England.
	3 We would live in a bungalow on the south coast, and then we moved to a flat in London.
	4 You used to teach at Halston University, didn't you? 5 On Saturdays and Sundays the ferry used to take tourists across to the island.
	6 The committee would meet four times last week, but still no decision has been reached.
16.3	Complete these sentences with will have or would have and the past participle of one of these verbs. (E)
	buy hear hurt notice prefer say record
	1 'I wanted to watch The Simpsons last night, but I missed it.' 'I'm certain Derek
	it. We can go over to his place to see it.'
	2 Don't accept lifts from strangers – as my mother
	3 I don't think the dog anyone, but I was still glad when the owner took it away.
	4 I'm sure by now you about yesterday's robbery at the supermarket.
	5 My parents weren't very affectionate towards me. I always thought they a daughter.
	6 Sampras's rivals the difficulties he had with his shoulder in the tournament last week.
	7 'Did you like the present Joan gave you for your birthday?' 'Well, an umbrella stand isn't something I myself, but I suppose it might be useful.'
	and the state of t
16.4	
16.4	Suggest completions to these responses as in the last example of B. Show that you are criticising or expressing disapproval. (B)
16.4	Suggest completions to these responses as in the last example of B. Show that you are

Unit 17	May and might: possibility
A	May and might often have a similar meaning when we talk about possibility. However, we prefer may in academic or formal language to talk about the characteristics or behaviour of something: □ The seeds from the plant may grow up to 20 centimetres in length. and in speech we prefer might to say what we will possibly do in the future: □ I might paint the kitchen purple.
В	We don't use may to ask questions about the possibility of something happening. Instead we use, for example, could(n't) or the phrase be likely: □ Could it be that you don't want to leave? (not May it be that you?) □ Are you likely to be in Spain again this summer? (not May you be in Spain?)
	It is possible to use might in this type of question, but it is rather formal: Might they be persuaded to change their minds? Note that we can use may in formally asking for permission and offering help: May I leave now? May I help you?
С	Might (not 'may') + bare infinitive is sometimes used to talk about what was typically the case in the past. This is a formal or literary use: □ During the war, the police might arrest you for criticising the king. □ Years ago children might be sent down mines at the age of six. (passive form)
	We can also use could + bare infinitive in examples like this to talk about past ability (see Unit 15). For example, 'During the war, the police could arrest you' means that the police were legally able to arrest you.
D	When we say that a person or thing compensates to some extent for a limitation or weakness be having another characteristic, we can use a pattern with may/might not + bare infinitivebut or may/might not have + past participlebut: The painting may not be a masterpiece, but you've got to admit that the colours are striking. She might not have danced very gracefully, but she had a lot of energy and enthusiasm.
E	We use may/might (not 'can') + have+ past participle and may/might (not 'can') + be + -ing to talk about possible events in the past, present and future: Do you think Jean may/might have completed the report by now? (past) His maths may/might have improved by the time the exam comes round. (future) Malcolm isn't in his office. He may/might be working at home today. (present) When I go to Vienna I may/might be staying with Richard, but I'm not sure yet. (future)
	Note that could can be used in the same patterns instead of may or might: Do you think Jean could have completed the report by now?
	We can use may/might have been + -ing to talk about possible situations or activities that went on over a period of past time: David didn't know where the ball was, but he thought his sister might have been playing with it before she left for school.
F	We can use might/could + have + past participle to criticise someone because they didn't do something we think they should have:

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Grammar review: → C15-C19

☐ She's gone without us. She might/could have waited!

We usually stress might or could in sentences like this.

☐ You might/could have done the ironing instead of leaving it all to me.

17.1	Complete the sentences with either may or might, whichever is more likely. If neither is possible, suggest an alternative completion. (A & B)
	1 Wego to Majorca for our holiday this summer.
	2 The planet Venus be seen clearly in the night sky during this month.
	3you see Becky this weekend?
	4 I feel really sore after playing tennis. I think I have a bath.
	5 'Someone's left their coat.' ' it be Ken's?'
	6 Exceeding the stated dose cause drowsiness.
17.2	Complete the sentences with may or might followed by one of the following forms of the verb in brackets: be + past participle, have + past participle, be + -ing, have been + -ing. If both may and might are possible, indicate this. (C & E)
	1 There's a man lying down on the pavement over there. Do you think he
	2 I you this before. I can't remember. (tell)
	3 Is that John's car that just stopped? He for us. (wait)
	4 In the early 19 th century a person to Australia for stealing as little as a loaf of bread. (send)
	5 'Ann looks exhausted.' 'I suppose she
	6 I've heard that the newsagent's is losing a lot of money and it
	7 Real Madrid started well and an early lead when Figo hit the post, but
	Barcelona scored first after 20 minutes. (take)
	8 As little as 50 years ago a worker still for being ill. (dismiss)
	9 'When will the painting be ready?' 'Well, I it by this evening.' (finish)
	10 The race had to be stopped because the oil on the track
17.3	Complete these sentences in any appropriate way. (D)
	1 He may not be the best singer in the world, but
	2 Hugh's old car might not be terribly comfortable, but
	3 Her English grammar may not be very accurate, but
	Now expand these notes to complete the sentences.
	sound/ exciting agree/ him express/ feelings openly work/ quickly
	4 He may/might not work very quickly , but at least he's very reliable.
	,
	you think.
	6, but the new museum of fishing is actually very good.
	7 , but she is really very fond of you.

Unit 18	Must and have (got) to
A	We use must and must not in formal rules and regulations and in warnings: Bookings must be made at least seven days before departure. The government must not be allowed to appoint judges.
	In spoken English we often use must and mustn't (= must not) to propose a future arrangement such as a meeting or social event, without making detailed plans: □ We must get together more often. □ We mustn't leave it so long next time.
	We can also use I must to remind ourselves to do something: □ I must phone Steve when I get home. I said I'd call him last night, but I forgot.
В	To draw a conclusion about − ☆ something that happened in the past we use must + have + past participle: □ That's not Kate's car. She must have borrowed it from her parents. ☆ something happening at or around the time of speaking we use must be + -ing: □ I can't hear anyone moving around upstairs. You must be imagining things. ☆ something that is likely to happen in the future we use must be going to or must be + -ing: □ 'What are all those workmen doing?' 'I think they must be going to dig up the road.' □ I was wrong about the meeting being today. It must be happening next Friday. ☆ a present situation we use must be, or have (got) to be in informal speech: □ Their goalkeeper has got to be at least two metres tall! (ormust be) We can use must have to to say that we conclude something based on what we know about a present situation and must have had to to conclude something about a past situation: □ I can't start the computer. You must have to know a password. (= a password is necessary □ John wasn't at home when I went round. He must have had to go out unexpectedly. Note that we can't say 'must've to' or 'must have got to/ must've got to' (but we can say must've had to).
С	In questions that hope for or expect a negative answer we prefer have (got) to, although in formal contexts must is sometimes used: Do we have to answer all the questions? (or Have we got to?; Must we? is also possible but rather formal)
	We use have to in questions that imply a criticism. Must can also be used, although some people think this is rather old-fashioned. We usually stress have and must in sentences like this: Do you have to play your trumpet here? It's deafening me! (or more formally Must you play?)
D	Sometimes we can use either have to or have got to. However — ** we use have to with frequency adverbs such as always, never, normally, rarely, sometimes, etc. I often have to work at the weekend to get everything done. with the past simple we use had to especially in questions and negative sentences: When did you have to give it back? (not When had you got to give it back?) We didn't have to wait too long for an answer. (not We hadn't got to wait too long) the if have is contracted (e.g. I've, He's, It'd) then we must include got: The experiment has failed twice before, so it's got to work this time. (notso it's to work this time.)

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Grammar review: → C20-C24

have got to accept...)

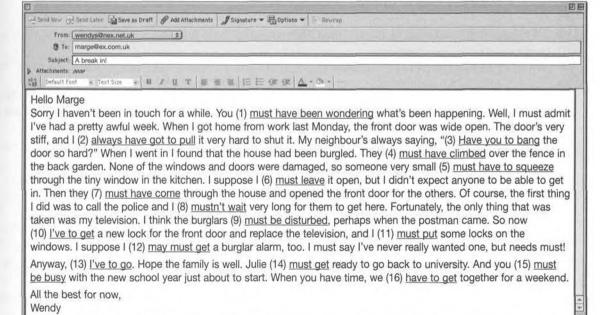
☆ we don't use have got to with other modal verbs:

Notice also that have got to is often preferred in informal speech.

□ Employees will have to accept the new conditions or be dismissed. (not Employees will

- 18.1 Complete these sentences with one of these forms: must have + past participle; must + bare infinitive; must be + -ing; or must have (had) to. Use the verbs given. (B)
 - 1 When I left my laptop on the train I thought I'd never see it again. But someone it and handed it in to the lost property office. (find)
 - 2 Janine owns a big car and a yacht. She incredibly rich. (be)
 - 3 'Everyone's going into the hall.' 'The meeting soon. Let's go.' (start)
 - 4 Without things like washing machines and dishwashers our grandparents much harder in the kitchen than we do today. (work)
 - 5 'Where's the camera?' 'If it's not in the cupboard, Ken it. He said he was going to take some photos of the city centre today.' (use)
 - 6 The children are putting balloons outside their house. They a party. (have)
 - 7 I didn't think Bob was coming to the meeting. He his mind. (change)
 - 8 'I wonder how you get permission to go into the building.' 'I suppose yousome form of identification.' (show)

 - 10 Look at all those birds. There ______ at least a thousand of them. (be)
- 18.2 Write new sentences with a similar meaning. Use have/has got to where it is possible or preferable; otherwise use have/has to. (D)
 - 1 It is necessary to do all of this photocopying before lunchtime. All of this photocopying has got to be done/has to be done before lunchtime.
 - 2 It is rarely necessary to ask Suzanne to tidy her room. Suzanne
 - 3 Is it necessary for us to hand in the homework tomorrow? Have
 - 4 It wasn't necessary for me to go to the hospital after all.
 - 5 Was it necessary for Ben to go alone? Did
 - 6 It is sometimes necessary for Don to start work at 6.30. Don
 - 7 It is necessary to extend the college to accommodate the growing number of students. The college
 - 8 It may be necessary for us to cancel our holiday because my mother is ill. We
- 18.3 Where necessary, make corrections in the underlined parts of this email message. (A-D)



Unit 19

Need(n't), don't need to and don't have to

A	We can use need as an ordinary verb or as a modal verb (followed by a bare infinitive). As a modal verb it doesn't change its tense and doesn't add '-s' for the third person singular. Compare: \[\subseteq \text{I needed to leave early.} \ or \text{She's thirsty.} \text{She needs a drink.} \((= \text{ ordinary verb}) \) and \[\subseteq \text{You needn't speak} \text{ so loudly.} \((= \text{ modal verb}) \)
	When it is a modal verb need is most commonly used in negative sentences, often with verbs like bother, concern, fear, panic, worry: □ I've already cleaned the car so you needn't bother to do it. □ Judges in England need not retire until they are 75. □ I was very nervous before the interview, but I needn't have worried. Everyone was very friendly and I got the job.
	It is sometimes used in questions, but we prefer to use need as an ordinary verb or have to: Need you go so soon? (= modal verb; less common and rather formal) Do you need to go so soon? (= ordinary verb) or Do you have to go so soon?
	It is rarely used in affirmative sentences (that is, not questions or negatives), but is sometimes found in written English, particularly in fiction: — We need have no fear for Nicole, she can take care of herself.
	In other styles of formal written English it is used in this way with negative words such as hardly, never, nobody/no-one, and only: □ The changes need only be small to make the proposals acceptable. (less formally The changes only need to be) □ Nobody ever need know about the money. (less formally Nobody ever needs to know) □ 'I don't want my parents to know.' 'They need never find out.' (less formally They never need to find out.)
В	To give permission not to do something we can use either needn't or don't need to: \[\text{ You needn't cut the grass, I'll do it later. (or You don't need to cut the grass)}\] To talk about a general necessity, we prefer don't need to: \[\text{ You don't need to be over 18 to get into a disco. (rather than You needn't be)}}\]
C	We can often use either needn't or don't have to with little difference in meaning to say that it is unnecessary to do something: You needn't whisper. Nobody can hear us. (or You don't have to) However, some people prefer needn't when it is the speaker who decides the lack of necessity, and don't have to when external rules or somebody else's actions make something unnecessary. Compare: As you worked late yesterday you needn't come in until 10.00 tomorrow morning. (the speaker's decision) and We've been told that we don't have to be at work until 10.00 tomorrow. (reporting someone else's decision.)
D	We can use needn't (or don't have to) to say that something is not necessarily true. We don't use mustn't in this way (see also Unit 18C): Uolcanoes needn't erupt constantly to be classified as 'active'. (or Volcanoes don't have to erupt; not Volcanoes mustn't erupt) Nowadays it needn't cost a fortune to own a powerful computer. (or Nowadays it doesn't have to cost; not Nowadays it mustn't cost)

19.1 Match the sentence beginnings and ends. Join them with needn't and the bare infinitive of one of the following verbs. (A)

bother change concern panic worry

1 I'll give you a lift to the station so you...

...the details on the form.

2 The questions are in the book so you...

...yourself with his safety.

3 All the windows have screens so you...

...to copy them down.

4 Your son is being looked after by friends so you...

- ...about booking a taxi.
- 5 The new tax laws don't come into force until next year so you...
- ...about being bitten by mosquitoes.
- 19.2 Rewrite the following in a formal style using need. (A)
 - 1 It is hardly necessary for us to remind you that the money is now due. We need hardly remind you that the money is now due.
 - 2 It is only necessary for us to look at the population projections to see the seriousness of the problem.
 - 3 With such a lead in the opinion polls it is hardly necessary for the Democrats to bother campaigning before the election.
 - 4 It is not necessary for anyone to know who paid the ransom to the kidnappers.
 - 5 After such a huge lottery win, it is not necessary for him to work again.
 - Underline the more likely answer. If they are equally likely, underline them both. (B)
 - 1 In most developed countries, people needn't/ don't need to boil water before they drink it.
 - 2 You needn't/ don't need to walk. I'll give you a lift.

19.3

- 3 There'll be a handout at the end of the lecture so you needn't/ don't need to take notes.
- 4 You needn't/ don't need to have a university degree to become a police officer.
- 5 You needn't/ don't need to buy me a birthday present.
- 6 In most cities you needn't/ don't need to pay to get into the galleries and museums.
- 19.4 Here are some extracts from a speech made by the managing director of a company to her employees. Correct any mistakes. (A–D)
 - 1 You needn't to worry about losing your jobs.
 - 2 Need we make any changes in company policy? We are always happy to hear your views.
 - 3 Changes in technology mustn't be a problem, but could be seen as a great opportunity.
 - 4 I don't have to remind you that we are competing with two other companies.
 - 5 I need hardly to tell you how important it is that we get this order.
 - 6 You don't have to cancel your holiday plans.
 - 7 We mustn't allow our speed of production to drop.
 - 8 The present financial difficulties mustn't mean that people will lose their jobs.

Unit 20

Should, ought to and had better

STREET, STREET	
A	We can often use either should or ought to to talk about obligations and recommendations (e.g. You should/ought to finish your homework before you go out) and probability (e.g. It should/ought to be ready by now) although in general should is used more frequently. Ought to is used particularly in speech and most often to talk about obligation rather than probability.
	Notice also the following details —
	Note that when we conclude, on the basis of some evidence we have, that something is certain or very likely we can use must (see Unit 18) but not should/ought to: □ It's the third time she's been skating this week. She must really enjoy it.
В	We use should/ought to + have + past participle to talk about something that didn't happen in the past and we are sorry that it didn't: \(\subseteq \text{We should/ought to have waited} \) for the rain to stop. (I'm sorry we didn't) We often use this pattern to indicate some regret or criticism and the negative forms shouldn't/oughtn't to have are almost always used in this way.
	We also use should/ought to + have + past participle to talk about an expectation that something happened, has happened, or will happen: □ If the flight was on time, he should/ought to have arrived in Jakarta early this morning. □ The builders should/ought to have finished by the end of the week.
C	We can use should in questions that are offers or that request confirmation or advice: Should I phone for a taxi for you? Who should I pass the message to? Note that in sentences like these we can also use shall with a very similar meaning, and ought to is also used in questions, although less commonly.
	Compare the use of shall and should in sentences such as the following, where 'I shall' means 'I intend to' and 'I should' means 'I ought to': □ I shall read the script on the train tomorrow. (or I'll read) □ I should read the script on the train tomorrow but I know that I'll be too tired.
D	We can use had better instead of should/ought to, especially in spoken English, to say that we think it is a good idea to do something: If you're not well, you'd better ask Ann to go instead. (or you should/ought to) although we don't use it to talk about the past or to make general comments: You should/ought to have caught a later train. (not You had better have caught) I don't think parents should/ought to give their children sweets. (not I don't think parents had better give their children sweets.)
	We prefer had better if we want to express particular urgency and in demands and threats: □ There's someone moving about downsrs. We'd better call the police, quickly.
	Notice that the negative form is had better not. In question forms the subject comes after had, although many people avoid questions with had better: — He'd better not be late again or he'll be in trouble. — Hadn't we better get a taxi? (or Shouldn't we get?)
40	Grammar review: should and ought to → C29-C32

20.1 Complete these sentences with should/ought to + infinitive (active), should/ought to be + past participle (passive), or should/ought to have + past participle using each of these verbs once only. (A & B)

answer arrive be go put remove resign send take visit win 1 He is running so well at the moment that Thomas the 800 metres easily. 2 Where I the cheese? In the fridge? 3 The tickets a couple of weeks before we go on holiday. 4 Payment for the full amount with this application form. 5 You really the exhibition before it closes. There are some wonderful paintings. 6 Don told us not to take this road. We his advice. 7 All packaging before switching on the printer for the first time. 8 It's important to look smart at the interview. You a suit. 9 There are many people who think the President years ago. 10 _____ we ___ the questions in English or in French? 11 If you want my advice, I by train rather than car. 12 I can't imagine what's happened to Kathy. She here by now. 20.2 In which sentences can you use should or must and in which can you only use must? Where both are possible, consider the difference between should and must. (A) 1 A timetable be set for withdrawing the army. 2 Les isn't home yet. He have been held up at work. 3 'I wonder how old Mike is?' 'Well, he went to school with my mother, so he _______be well over 50.' 4 If you smell gas, you phone the emergency number.

- 5 You try to visit Nepal it's a beautiful country.
- 6 'I know I'm always complaining that my house is small, but it's very convenient for work.'

 'Yes, itbe handy living so close to your office.'
- 20.3 Where necessary correct these sentences using should/ought to, must, shall, or had better, or write ✓. (A, C & D)
 - 1 Cyclists had better not be allowed to ride on pavements, even where roads are very busy.
 - 2 'There's something wrong with David's computer yet again.' 'He should wish he'd never bought it.'
 - 3 The concert starts at 7.45. I'd better make a note of that.
 - 4 I shall take my library books back today, but I don't think I'll have time.
 - 5 'The children from next door have been throwing stones at our windows.' 'Well, they shouldn't do it again, otherwise I'll call the police.'
 - 6 'I'm freezing.' 'You'd better have worn a thicker coat.'
 - 7 We have to be in Bristol by 4.00. I think we'd better get started.
 - 8 I should phone Gary this evening, but it will probably be too late by the time I get home.
 - 9 'I've looked all over the house and can't find the car keys.' 'Well, if they're not here, they must still be in the car.'
 - 10 We believe that parents had better pay grandparents to look after their children.

Unit 21

Linking verbs: be, appear, seem; become, get, etc.

21	get, etc.
A	When an adjective or noun phrase is used after a verb to describe the subject or say what or who the subject is, the adjective or noun phrase is a <i>complement</i> and the verb is a <i>linking verb</i> : □ Ian is a doctor. □ She seemed unable to concentrate. □ The house became Peter's in 1980
	The most common linking verb is be. Others are to do with 'being', e.g. keep, prove, remain, stay; 'becoming', e.g. become, come, end up, grow, turn out; and 'seeming', e.g. appear, look, seem, sound. Most of these verbs can be followed by either an adjective or noun phrase (e.g. It sounds nice/a nice place). However, when they are used as linking verbs, come and grow (e.g. come to know, grow thoughtful) can't be followed by a noun phrase, and keep is only followed by a noun if an adjective follows it (e.g. It kept him awake).
В	After the verbs appear (= seems true), look (= seem), prove, seem, and turn out we can often either include or omit to be: The room appears (to be) brighter than when I last saw it. She proved (to be) an extremely enthusiastic teacher. However, following these verbs to be is usually included before the adjectives alive, alone, asleep, and awake, and before the -ing forms of verbs: I didn't go in because she appeared to be asleep. (notshe appeared asleep.) The roads seem to be getting icy so drive carefully. (not The roads seem getting)
	Before a noun we include to be when the noun tells us what the subject is, but can often leave it out when we give our opinion of the person or thing in the subject. We tend to leave out to be in more formal English. Compare: □ He walked into what seemed to be a cave. (notwhat seemed a cave.) and □ She seems (to be) a very efficient salesperson.
С	We use the linking verb become to describe a process of change. A number of other linking verbs can be used instead of become, including come, get, go, grow, turn (into).
	We use get rather than become: in informal speech and writing before difficult, ill, interested, pregnant, suspicious, unhappy, and worried; in imperatives; and in phrases such as get changed (clothes), get dressed, get married/divorced: □ I first got suspicious when he looked into all the cars. (more formallybecame suspicious □ Don't get upset about it! □ Where did you live before you got married?
	We prefer become to talk about a more abstract or technical process of change with words such as adapted, apparent, aware, convinced, infected, irrelevant, obvious, and recognised: □ He became recognised as an expert. □ Their bodies have become adapted to high altitudes
	We use become , not get , if there is a noun phrase after the linking verb: □ Dr Smith became an adviser to the government. □ She became a good tennis player.
D	We use go or turn, not usually get or become, when we talk about colours changing: □ The traffic lights turned/went green and I pulled away.
	We often use go to talk about changes, particularly to unwanted situations. We use go, not turn or get, with deaf, blind, bald, or to say that someone behaves in a mad or excited way; and also with go bad/off/mouldy/rotten (about old food), go bust (= a company closes because it has run out of money), go dead (= when a telephone stops working), go missing, and go wrong: □ The children went completely crazy at the party. □ My computer's gone wrong again. Notice, however, some common exceptions: get ill, get old, get tired.
42	After the verbs come, get, and grow (but not after become) we can use a to-infinitive. Come and grow are often used to talk about gradual change: I eventually came/grew to appreciate his work. (notbecame to appreciate his work.) I soon got to know their names. (notbecame to know their names.)

- 21.1 Put brackets around to be in these sentences if it can be left out. (B)
 - 1 The job turned out to be far easier than I'd expected.
 - 2 When I looked through the window, Charles appeared to be alone.
 - 3 What he called his 'little cottage in the country' proved to be a castle.
 - 4 Hasan proved to be an excellent source of information about the town.
 - 5 She appeared to be satisfied with the work I'd done.
 - 6 I've adjusted the aerial and the television seems to be working okay now.
 - 7 When I picked the crab up I thought it was dead, but it turned out to be alive and bit me.
 - 8 With only five minutes of the match left, Spain look to be heading to victory.
 - 9 'We've decided to buy a Ford.' 'That seems to be a very good choice.'
 - 10 He only looked to be about 10 years old, but I knew he must be a lot older.
- 21.2 Complete the sentences with an appropriate form of become or get. Use the correct or more likely alternative. (C)
 - 1 Give me a few minutes to changed, and then I'll be ready to go.
 - 2 The condition of the railways a major political issue during the last election campaign,
 - 3 The welfare reforms will help single women who pregnant.
 - 4 The reasons for my decision will clear at the next meeting.
 - 5 Don't annoyed with me, but I've lost the car keys.
 - 6 I didn't finish the book. I just couldn't interested in it.

 - 8 I had just divorced when I met Marianne.
 - 9 It's easy to find your way to the foot of the mountain, but after that thingsdifficult.
- 21.3 Complete the sentences with an appropriate form of one of the verbs in brackets and one of the following words or phrases. (D)

-berserk- blind bust dead to know to like red tired

- 1 I was at a zoo once when an elephant went berserk and attacked its keeper. (go/ turn)
- 2 A few seconds later the line and Graham replaced the receiver. (go/ turn)
- 3 After the spider bit Rachel her ankle and started to swell up. (go/ get)
- 4 He's actually quite friendly when you him. (become! get)
- 6 We soon each other and have been great friends ever since. (become/ come)
- 8 The engineering firm Malco during the economic recession of the late 1990s. (go/ get)
- 21.4 Where necessary, suggest corrections in the underlined parts of this text. (A-D)

The morning we were going on holiday everything seemed to (1) <u>turn wrong</u>. The taxi was due at 8.00 to take us to the airport. When I looked in on Tom at 7.00 he (2) <u>seemed awake</u>, so I went downstairs to make breakfast. When I opened the fridge I found that the milk (3) <u>had gone off</u>, so there was no breakfast for us. Then Tom (4) <u>seemed taking</u> a long time to come down, so at 7.30 I went back upstairs and he still (5) <u>hadn't become dressed</u>. He said he wasn't feeling well, but I just shouted, "You can't (6) <u>get ill</u> when we're going on holiday!" After that the keys to the luggage (7) <u>got missing</u>, but Tom eventually found them in his jacket pocket. By 8.30 the taxi hadn't arrived and I was starting (8) <u>to become worried</u>. It was (9) <u>getting obvious</u> that we were going to miss our plane if we didn't leave soon. But just then the taxi arrived and we made it to the airport with minutes to spare. Surprisingly, after such a bad start, it (10) <u>turned out to be</u> an excellent holiday.

Forming passive sentences (1)

A

Verbs such as give take both a direct object (DO) and an indirect object (IO) in two patterns: V + IO + DO or V + DO + preposition + IO. These verbs have two corresponding passives:

active pattern: V+IO+DO/ V+DO+prep+IO	passive
Alice gave us that vase. ✓ Alice gave that vase to us. ✓	We were given that vase (by Alice). ✓ That vase was given (to) us (by Alice). ✓

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see Appendix 1), this follows by at the end of the clause. Note that in informal contexts 'to' can be left out in the second passive pattern. Many of these verbs are to do with 'giving', e.g. award, hand, lend, offer, send, throw, and 'telling' e.g. ask, read, teach.

Verbs that can't be followed by IO + DO in the active have only one of these passive forms:

active pattern: V + DO + prep + IO	passive
He explained me the problem. X	I was explained the problem. X
He explained the problem to me. <	The problem was explained to me. 🗸

Many of these verbs are to do with reporting what was said or thought, including announce, demonstrate, describe, introduce, mention, propose, report, suggest.

В

Verbs followed by object + complement (see Glossary) in the active have one passive form:

active pattern: V + object + complement	passive	
They elected her president.	She was elected president.	

Other verbs like this are to do with giving someone a particular position, e.g. appoint, declare, make, nominate, vote, and 'naming', e.g. call, name, title.

C

Some verbs that are followed by object + bare infinitive (= an infinitive without 'to') in the active are followed by a to-infinitive in the passive.

active pattern: V + object + bare infinitive	passive	
They have made him return the money.	He has been made to return the money.	

Other verbs like this include feel, hear, help ('help' can also be followed by V + object + to-infinitive in the active), observe, see (see also Unit 23A).

D

We can make a passive form of many transitive two- and three-word verbs (see also Unit 94).

active	passive
Kathy looks after him.	He is looked after (by Kathy).
They put the accident down to bad luck.	The accident was put down to bad luck.

Other examples include: carry out (= put into practice), disapprove of, hold over (= delay), talk down to (= patronise). However, some transitive two- and three-word verbs are not used in the passive (e.g. brush up on (= revise), cast (your mind) back (= try to remember), come up against (= encounter), get (something) down (= write), take after (= resemble)):

□ We came up against a problem. (not A problem was come up against)

or only used in the passive in certain senses when it may not be important to mention the subject (e.g. call (someone) up (= ordered to join the army, etc., passive possible; = telephone, no passive), call (someone) back (= ask to return, passive possible; = telephone, no passive), let in (= allow into a place, passive possible; = allow rain, etc. in, no passive), let out (= allow to leave, passive possible; = let out a sound, no passive), put out (= put out a statement/light/fire, passive possible; = put out a hand/arm/foot/tongue, no passive)):

□ I put out a hand to steady myself. (not A hand was put out...) but

☐ They put out the fire. (or The fire was put out.)

Grammar review: → Section D & Appendix 1

2.1	in 1 2 3 4 5 6 7 8 9	ake one corresponding passive sentence or two, if possible, as in 1. Look carefully at the tense the sentences given. (A) Someone handed me a note. I was handed a note./ A note was handed to me. Someone offered her a second-hand bicycle. Someone has proposed improvements to the developers. Someone suggested some interesting changes to me. Someone awarded him a prize. Someone will announce the President's arrival to the waiting journalists. Someone had mentioned the password to the thieves. Someone has lent me some skis. Someone is sending him threatening letters. Someone is going to explain the changes to the students.
2.2	1	proose an appropriate form of one of these verbs to complete the sentences and write a presponding passive sentence starting with the word(s) given. Use each verb once only. (A, B, C) appoint bring declare demonstrate help introduce see tell People helped Bobby to his feet after the accident. Bobby was helped to his feet after the accident. Tony me to Mrs Jennings at his birthday party.
		Has anyone Chris this morning? Has Chris ? The Romans may rabbits to Britain as a source of food. Rabbits
		People the story of Father Christmas to young children to explain the presents they receive. The story of Father Christmas
	6	They
	7	I am certain that Sarah
	8	They
2.3	W	possible, make a corresponding sentence with a passive form of the underlined two- or three- ord verb, as in 1. If it is not possible, write 'No passive'. (D) Children often look up to strict teachers. Strict teachers are often looked up to by children.
	2	The company phased out the product over a period of three years.
	3	The students got the information down as fast as they could.
	4	The decision has <u>deprived</u> many people <u>of</u> the right to vote.
	5	People often <u>brush up on</u> a foreign language just before a holiday.
	6	John <u>called</u> Mrs Jones <u>back</u> as soon as he got home.
	7	The chairman held over the last two items until the next committee meeting.
	8	The farmer <u>prevented</u> walkers <u>from</u> crossing the field after he <u>fenced</u> it <u>off</u> .

Unit	Forming passive sentences (2):
23	verb + -ing or to-infinitive
THE REAL PROPERTY.	Active patterns with verb + -ing
A	The active pattern verb + object + -ing is made passive with 'be' + past participle + -ing: □ They saw the monkey climbing over the fence. (= active) □ The monkey was seen climbing over the fence. (= passive)
	Other verbs in this pattern include bring, catch, hear, find, keep, notice, observe, send, show: □ Everyone was brought running into the room by her screams. □ In the security video the burglars are seen entering the bank through a window.
В	Some verbs that can be followed by an -ing form can be used with a passive form being + past participle: □ I really love being given presents. □ The children enjoyed being taken to the zoo.
	Other verbs like this include avoid, deny, describe, dislike, face, hate, (not) imagine, like, remember, report, resent.
С	Verbs which in the active are followed by an object consisting of a noun phrase and -ing clause usually have no passive: □ I dread him (or his) finding out. (but not He is dreaded finding out)
	Other verbs like this include anticipate, appreciate, dislike, forget, hate, imagine, like, (not) mind, recall, remember.
	Active patterns with verb + to-infinitive
D	The active pattern verb + object + to-infinitive is made passive with 'be' + past participle + to-infinitive. Compare:
	Other verbs in this pattern include advise, allow, ask, believe, consider, expect, feel, instruct, mean, order, require, tell, understand.
	Notice that in some contexts it is possible to make both verbs passive: Changes to the taxation system are expected to be proposed. (compare the active We expect the government to propose changes to the taxation system.)
	Some verbs followed by an object + to-infinitive in the active have no passive:
	Verbs like this are to do with 'liking' and 'wanting', and include (can't) bear, hate, love, need, prefer, want, wish.
E	The active pattern verb + to-infinitive + object is made passive with verb + to be + past participle. Compare: □ Supermarkets started to sell fresh pasta only in the 1990s. and □ Fresh pasta started to be sold by supermarkets only in the 1990s.
	Other verbs in this pattern include appear, begin, come, continue, seem, tend; also agree, aim, arrange, attempt, hope, refuse, want. The verbs in the first group (and start) have corresponding meanings in active and passive sentences, but the verbs in the second group do not. Compare: □ People have come to regard her as the leading violinist of her generation. (active) corresponds to □ She has come to be regarded as the leading violinist of her generation. (passive)
46	☐ Mr Smith wanted to help me. (active) does not correspond to ☐ I wanted to be helped by Mr Smith. (passive)

23.1		Complete these sentences using one of these pairs of verbs. Use either was/were + past participle + -ing or past simple + being + past participle. (A & B)			
		avoid - take deny - involve face - expel find - wander ke	ep – wait nd – tumble		
	2 3 4 5 6 7 8	Ingerwas kept waiting for over three hours when she went for her denta When the police first questioned him, Wayne in the shade while Karen went to answer the phone When I woke up in hospital, I by the snake but not they prisoner by pretending to be dead. The man a suspicious package under a seat in the When the bike hit her, Ann to the ground. Two teenagers yesterday from school after they we over a hundred stolen mobile phones. The woman was taken to hospital when she lost a forest. Adam had worked in the company for 30 years and he rather	al appointment. ne robbery. othing after that. train. eree found with		
23.2	pa	orders by people who had been there only weeks. possible, complete the sentences using the pair of verbs given. Make passive articiple + -ing, past participle + to-infinitive, or past simple + being + past assive is possible, write 'No passive'. (A-D)			
	2 3 4 5 6 7 8 9	Robert alwayshated_being_teased by other children. We our passports at the border. You in two copies of the customs declaration. The children science lessons at school. Jack and Martha could in the next room. He money out of the cash box. I me decorate the bedroom. I furious when they found out the window was broken. She phoned the police and outside her home. The pop concert over 20,000 people.	(hate - tease) (ask - show) (require - fill) (want - enjoy) (hear - argue) (catch - take) (need - help) (anticipate - be) (report - attack) (expect - attract)		
23.3	th	ake passive sentences beginning with the underlined word(s). Does the sente ritten have a corresponding meaning to the original, or a different meaning? we tense in the sentences given. (E) Kay's questions began to irritate Malcolm.			
	2	The team captain hopes to select Kevin.			
	3	Alan arranged to take Kathy to the station.			
	4	Critics have come to recognise <u>Galdos</u> as one of Spain's greatest novelists.			
	5	The south coast continues to attract holidaymakers.			
	6	Harris has agreed to interview the finance minister.			

Unit

24	Using passives
. A	Here are some situations where we typically choose a passive rather than an active.
	 ☆ In an active sentence we need to include the agent as subject; using a passive allows us to omit the agent by leaving out the prepositional phrase with by. Consequently, we prefer passives when the agent: is not known: is 'people in general': An order form can be found on page 2. is unimportant: is thought to be somewhere in Russia. is obvious: She is being treated in hospital. (the agent is clearly 'medical staff)
	 ☆ In factual writing, particularly in describing procedures or processes, we often wish to omit the agent, and use passives: □ Nuclear waste will still be radioactive even after 20,000 years, so it must be disposed of very carefully. It can be stored as a liquid in stainless-steel containers which are encased in concrete. The most dangerous nuclear waste can be turned into glass. It is planned to store this glass in deep underground mines.
	 ☆ In informal contexts, particularly in conversation, we often use active sentences with a subject such as people, somebody/someone, something, they, we, or you even when we do not know who the agent is. In more formal contexts, we often prefer to use a passive so that we can avoid any mention of an agent. Compare:
В	Notice also that some verbs have related nouns which express the same meaning. These nouns can be used as the subject of passive sentences, with a new passive verb introduced. Compare the example above and: □ The installation of the new computer system will be completed by next month.
C	In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and a comment on that topic at the end. Choosing the passive often allows us to do this. Compare these two texts and notice where the topic (in italics) is placed in the second sentence of each. The second text uses a passive where the emphasis is on the equipment: □ The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured all the equipment. □ The three machines tested for the report contained different types of safety valve. All the equipment was manufactured by the Boron Group in Germany.
	It is often more natural to put long subjects at the end of a sentence. Using the passive allows uto do this. So, for example: \[\subseteq \text{I was surprised by Don's decision to give up his job and move to Sydney.}\] is more natural than 'Don's decision to give up his job and move to Sydney surprised me', although the choice can depend on considerations of style and context.
D	Instead of making a <i>that</i> -clause the subject of a passive sentence, it is normal to use an <i>it</i> -clause (see also Unit 25): □ Everybody believed (that) the plan would fail. (active) □ It was believed that the plan would fail. (passive) is more natural than □ That the plan would fail was believed by everybody. (passive)

48

Grammar review: → Section D & Appendix 1

24.1 Rewrite these sentences. Instead of using 'people', 'somebody', or 'they', write one corresponding passive sentence or two if possible (as in 1), beginning with the underlined words. Use an appropriate verb form and make any other necessary changes. (A & Appendix 1)

1 They presented <u>Maria Svensson</u> with <u>the award</u> last night. <u>Maria Svensson</u> was presented with the award last night./The award was presented to Maria Svensson last night.

- 2 People are blaming climate change for the recent flooding.
- 3 Somebody has described Keith Jones as the world's greatest guitarist.
- 4 Somebody had stolen the painting from the gallery.
- 5 They will have cleared the litter from the pitch before the match starts.
- 6 People were watching the game outside the stadium on a huge screen.
- 7 Somebody will spray the walls with green paint.
- 8 Somebody should have offered Mary a drink when she arrived.
- 9 People will provide you with food for the journey.
- 10 They have planted the fields with cotton.
- 24.2 Rewrite these sentences beginning with (The) + noun formed from the underlined verb and a passive verb. Use the verb given, and make any other necessary changes. (B)
 - 1 They will <u>consider</u> the issue at next week's meeting. (give) <u>Consideration</u> will be given to the issue at next week's meeting.
 - 2 They will appoint a new managing director next week. (make)
 - 3 People have accused the local council of corruption. (make)
 - 4 They demolished the building in only two days. (complete)
 - 5 They will present the trophy after the speeches. (make)
 - 6 Local residents will certainly resist the proposed new industrial area. (show)
- 24.3 Use appropriate forms of the verbs given to complete this text. In each case, decide whether an active or passive form is needed. (A–D)

Slowly but surely	the coastline of Britain (1) is being worn away (wear away)
	ea. The country which once 'ruled the waves' now
	(rule) by them, with huge forces threatening to destroy vast
	nd wildlife habitat. Already some of Britain's last wild, natural
	(disappear), and experts (4) (fear) that
	inning. It (5) (estimate) that there will be a
	verage sea levels by the year 2100. According to the Department
of the Environmer	nt, during the next 50 years at least 10,000 hectares of farmland
(6)	(turn into) mud flats and salt marshes by the increases in sea
levels. Rather than	trying to prevent the erosion, the present government
(7)	(use) a method of 'managed retreat' by creating new defences
further inland and	allowing low-lying coastal farm land (8)
(abandon) to the s	ea. However, many of the country's major cities could also
(9)	(affect). London, Bristol and Cardiff all (10)
(expect) severe floo	oding as our sea defences (11)(destroy) by the
rising tides.	

Unit 25	Reporting with passive verbs; It is said that
A	We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported: □ People in the area have been told that they should stay indoors. □ Everyone was asked to bring some food to the party.
В	Another common way of reporting what is said by an unspecified group of people is to use it + passive verb + that-clause (see Unit 33 for more on that-clauses). Using this pattern can allow u to put important information at the end of the sentence (see Unit 24C): □ It is reported that the damage is extensive. (compare The damage is extensive, according to government sources.) □ It has been acknowledged that underfunding contributed to the problem. □ It can be seen that prices rose sharply in September.
	Other verbs that can be used in this pattern include:
	agree, allege, announce, assume, believe, calculate, claim, consider, decide, demonstrate, discover, establish, estimate, expect, feel, find, hope, intend, know, mention, plan, propose, recommend, reveal, say, show, suggest, suppose, think, understand.
	Notice that many other verbs connected with reporting are <i>not</i> used in this pattern, including encourage, inform, persuade, reassure, remind, tell, warn, but can be used as in A: □ We have been informed that we have to leave the building. (but not It has been informed us)
	These verbs need a personal object before the <i>that-</i> clause in an active form (e.g. They have informed us that).
С	An alternative to it + passive verb + that-clause is to use subject + passive verb + to-infinitive if we want the subject to be the topic of the sentence (see Unit 24C). Compare: □ It is reported that the damage is extensive. and □ The damage is reported to be extensive. □ It has been acknowledged that underfunding contributed to the problem. and □ Underfunding has been acknowledged to have contributed to the problem.
	Most of the verbs listed in the box in B can also be used in this pattern except for announce, decide, mention, propose, recommend, suggest.
	We can only use tell in this pattern when it means 'order'. So we can say: \[\subseteq \text{ I was told (= ordered) to go with them to the railway station.} \] but not 'The accident was told (= said) to have happened just after midnight'.
D	With the verbs discover, establish, explain, find, know, reveal, show, understand we can also use it + passive verb + wh-clause to report information given or found out: □ It has now been revealed who was responsible for the accident. □ The decision to build the bridge was taken before it was established whether it was actually needed.
E	When a that-clause begins that + there, we can make a corresponding passive form there + passive verb + to be/to have been. Compare: □ It is thought (that) there are too many obstacles to peace. and □ There are thought to be too many obstacles to peace.
	 □ In 1981 it was believed (that) there were only two experts on the disease in the country. and □ In 1981 there were believed to be only two experts on the disease in the country.
50	We can use the same verbs in this pattern as with subject + passive verb + to-infinitive (see C).

	hich of the verbs can complete the sentence? Underline one or both. (B & D)
	It is to employ 500 people in the factory. (expected/ intended)
	It has been that the crash was the result of pilot error. (proposed/shown)
	It was that Mrs Ho would chair the meeting. (hoped/ explained)
	It has been to appoint Dr Smithers as head teacher. (decided/ suggested)
	It has not yet been who was responsible for the error. (claimed/ explained)
6	It has now been that the president broke the law in sending troops into the city.
	(established/ revealed)
	It was to hold new negotiations next month. (agreed/ announced)
	It is to close the library permanently from next April. (planned/ recommended)
	It is that another Moon landing will take place next year. (assumed/ thought)
	It has been how spiders are able to travel across the sea. (discovered/ said)
ve	possible, rewrite these newspaper headlines as passive sentences with the pattern It + passive orb + that-clause, as in 1. If this is not possible, write X after the headline. (A & B)
1	AGREEMENT THAT UN WILL SEND IN TROOPS It has been agreed that the UN will send in troops.
2	PATIENTS REASSURED ABOUT HOSPITAL SAFETY
3	WATER DISCOVERED ON MARS
	WATER DISCOVERED ON MEMOS
4	TERRORISTS BELIEVED TO BE OPERATING IN BERLIN
5	SPACE SHUTTLE EXPECTED TO RETURN TODAY
6	EX-PRESIDENT JULIUS REVEALED AS SPY
7	WARNING GIVEN ABOUT COMPUTER VIRUS
8	
	KING SAID TO BE MAKING GOOD RECOVERY
9	RESTAURANT ESTABLISHED AS SOURCE OF DUBLIN FOOD POISONING OUTBREAK
0	POLICE TOLD TO WORK LONGER HOURS
1f	possible, write two corresponding impersonal sentences from the pieces of information in the
	xt using it + passive verb + that-clause in one and subject + passive verb + to-infinitive in
	e other, as in 1. In some cases the second pattern is not possible. (C)
Ci	(1) We have discovered that a mechanical fault caused the problem. (2) We don't think that th
	fault is serious. (3) We expect that it will take several weeks to correct the fault. (4) We have
	decided to postpone the next rocket launch, and (5) we suggest that the next launch should
	take place in May.
1	It has been discovered that a mechanical fault caused the problem. / A mechanical fault was discovered to have caused the problem.
	The was asserted a live conser the problem.

U	nit
2	6

Wh-questions with who, whom, which, how and whose

Α	Who refers to people, and can be used as subject, object or complement: □ Who owns that car? □ Who did you meet? □ Who was her father?
	Whom is used as a formal alternative to who as object, and also directly after prepositions: □ Whom did you meet? □ To whom were you talking?
	Which is used to refer to people when we want to identify somebody in a group (for example, in a crowded room or on a photograph):
	☐ 'Which is your brother?' 'The one next to Ken.' and we can use which instead of who to talk about particular classes of people: ☐ Which do you think earns more, a teacher or a police officer? (or Who do you think?)
В	We usually use which, rather than who or what, in questions before one(s) and of, as which is commonly used to ask or talk about a choice between one or more things: □ I've decided to buy one of these sweaters. Which one do you think I should choose? □ Which of you would like to go first? (rather than Who of?)
C	When we use who or what as <i>subjects</i> , the verb that follows is usually singular, even if a plural answer is expected: \(\subseteq \text{ Who wants} \text{ a cup of coffee? (said to a number of people; not Who want a cup of coffee?)} \(\subseteq \text{ What is there to do in Birmingham at Christmas? (expects an answer giving a number of things to do; not What are there to do in Birmingham at Christmas?)}
	However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by and: 'Mr Smith and his family are here to see you.' 'Who are here?' (or Who's here?) and when who and what function as complements: Who are those people over there? What are the consequences of the decision?
D	We use how, not what, to ask −
	We use what, not how, to ask − ☆ a general opinion on something with Whatlike? ☆ for details with What like/hate (etc.) about? ☆ about the consequences of something with What if? □ What do you like about the job? ☆ about the naming of something with What if? □ What if your plan doesn't work? ☆ about the naming of something in the question
	We use either what or how – ☆ to make a suggestion with What/How about? □ How/What about having a swim? ☆ to ask for more information in the question How/What do you mean? □ 'There's something wrong with the car.' 'Something wrong? How/What do you mean?'
E	We can use whose to ask about the person that owns or is responsible for something. Whose can be used either before a verb (as a pronoun): Whose are these boots?
	or before a noun or noun phrase (as a determiner) introducing direct or indirect questions: \[\text{Whose boots} \text{ are these?} \text{She asked me whose coat I was wearing.} \] In formal contexts we can use a preposition before whose (see also Unit 55B): \[\text{In whose desk was it found? (less formally Whose desk was it found in?)} \] However, in questions without a verb a preposition comes before whose: \[\text{We're meeting at nine.' 'In whose house?' (not Whose house in?)} \]
52	Grammar review: questions → Section F. St. Annendix 2

26.1	Underline the correct word. If both are possible, under 1 To whom! who should the documents be sent? 2 Which! Who of you is Dr Jameson? I have a message 3 'Here's a photo of our children at the fancy dress pa 4 'Is your sister at home?' 'What! Which one do you w 5 Whom! Who do you hold responsible for the damag 6 Who! Which will captain the team if Nick isn't avail 7 Which! Who would you rather be – a doctor or a ve 8 Who! Whom translated the book?	e for you. rty.' 'Who! Which is Wendy?' vant to speak to?' re? able?
26.2	Complete the sentences with an appropriate present si 1 What those cakes made from? (be) 2 Who you for Maths and English? (teal 3 What there to see on the island? (be) 4 Who the major decisions in the compa 5 'The Turners are in France.' 'Who in I 6 Who their textbook with them? Put you	ch) any? (take) France?' (be) our hands up. (have)
26.3	First, complete the sentences with how, what, or how/s appropriate answer for each question. (D) 1 '	a 'It's really boring.' b 'I'd love one.' c 'I mean you've got to wear a suit.' d 'Tell him I'll call back.' e 'It was great.' f 'Janet Gibbs.' g 'It's never boring.' h 'Quite well, thanks.' i 'We had an excellent time.' j 'She works us really hard.'
	If necessary, suggest corrections in the underlined part more natural. If the sentence is already correct, write with a wind of the sentence is already correct, with a wind of the sentence is already correct, with a wind of the sentence is already correct, with a wind of the sentence is already correct, with a wind of the sentence is already correct, with a wind of the sentence is already correct, with a wind of the senten	use

Unit	Negative questions; echo questions;
27	questions with that-clauses
	Negative questions
A	We usually make a negative yes/no or wh-question with an auxiliary verb (have, did, would, etc.) + -n't to suggest, persuade, criticise, etc. (see also GR:E4–E6): \[\begin{align*} \text{Wouldn't} it be better to go tomorrow? \text{Why don't we go out for a meal?} \] In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use not after the subject in negative questions. This happens particularly in yes/no rather than wh-questions: \[\begin{align*} \text{Did she not realise that she'd broken it? (less emphatically \text{Didn't she realise that?)} \] \[\text{Can you not get there a bit earlier? (less emphatically Can't you?)} \]
В	We sometimes use negative words other than -n't such as never, no, nobody, nothing, nowhere: □ Why do you never help? □ Have you nowhere to go? (or Do you have nowhere to go?) or less emphatically or more informally: □ Why don't you ever help? □ Haven't you got anywhere to go? (or Don't you have anywhere.)
С	We can make a suggestion with Why not + verb or Why don't/doesn't (but not Why do not/does not): \[\text{\text{Why not decorate}}\] the house yourself? (or Why don't you decorate?) \[\text{\text{Why not give}}\] her what she wants?' (or Why don't we give her?)
	Why didn't isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone: Why didn't you decorate the house yourself? (I think you should have done) Why didn't you tell me that in the first place? (I'm annoyed that you didn't)
D	Negative question forms are used in exclamations giving opinions:
	Exclamations like this are usually said with a falling intonation.
MINE TO S	Echo questions
E	Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said: _ 'Jane's lost her job.' 'Jane's lost her job.' ' or focus on part of what was said using a stressed wh-word or a phrase with how: _ 'Tom's arriving at 6.30.' 'When's Tom arriving?/Tom's arriving when?' _ 'We paid £3,000 for the painting.' 'How much did you pay?/You paid how much?'
	We can use what or 'do' what to focus on the verb or part of the sentence beginning with the verb: \(\text{ 'We paid £3,000 for the painting.' 'You what?' (or 'You did what?')} \) \(\text{ I think she's having a sleep.' 'She's what?' (or 'She's doing what?'} \)
	Questions with that-clauses
F	A wh-question can refer to a following that-clause, particularly after verbs such as expect, hope, reckon, say, suggest, suppose, and think. We can leave out that in these questions: When do you reckon (that) you'll finish the job? Why did they suggest (that) we should buy new computers for the library? However, when the wh-word is the subject, object or complement of the verb in the subordinate

□ What did you think was in the box? (not What did you think that was in the box?)

□ Who do you *suppose* did it? (not Who do you suppose that did it?)

clause, we do not use that:

Grammar review: questions → Section E & Appendix 2

27.1	Write an appropriate negative question for each situation, u	sing -n't in your answer. (A)
	1 Can you lend me £10?	
	Again? Haven't you got any money left? (money l	eft?)
	2 I'm annoyed that you didn't come to the meeting.	
	Why?	(my letter/ on holiday?)
	3 I've had to bring the children with me.	
	Why?	(babysitter?)
	4 I'll just finish my homework before I go to school.	
	But	(be supposed to/ last night?)
	5 I've put my bike in the sitting room.	
	The sitting room!	(outside?)
	6 I'm taking the coach to Vienna.	
	But that will take ages.	(rather/ train?)
27.2	Expand the notes and write two alternative negative question	ns in each situation. In the first use
	-n't; in the second choose never, no, nobody, nothing or no	
	1 (ever/ considered you might/ wrong) 'Haven't you ever	considered you might be wrong?'/
	'Have you never considered you might be wrong?' "	No, I'm sure I'm right.'
	2 (you/ any interest/ Maths at all) 'subject.'	"'No, I've always hated the
	3 'I spent the night in the railway station.' (could/ find anyw	here else/ sleep)
	4 (can/ remember anything about/ accident) '	?' 'Not after
	getting into the car, no.'	
	5 (why/ ever do well/ exams) '	"?' 'Perhaps you don't revise
	enough.'	7
	6 (there anybody/ you can ask/ help) '	"' 'I can't think of anyone.'
27.3	Complete the echo questions using appropriate question wor possible answers. (E)	ds or phrases. Give a number of
	1 'Jim's going to Chile.' 'He's going where? / He's doing	what? / He's what? '
	2 'He's leaving at the end of next week.' 'He's leaving	
	3 'He'll be away for three months.' 'He'll be away for	?/ He'll ?'
	4 'It will cost about £5,000.' 'It'll cost	
	5 'He's sold his house to pay for the trip.' 'He's sold	
	He's?'	
	6 'He's going climbing in the Andes.' 'He's going climbing' He's'	?/ He's doing
27.4	Expand the notes to form questions. Write (that) where that	may be included (F)
21.1	1 (why/ suppose/ left all/ money/ Charles) "Why do you so money to Charles?" "He was her favourite brother."	
	2 (who/ say/ vegetarian) '?'	'Mary's sister.'
	3 (what/ suggest/ get/ her birthday) '	
	earrings?'	The state of the s
	4 (how long/ expect/ you'll be/ Istanbul) '	?' 'Two or three
	weeks.'	
	5 (what/ he think/ the problem) '	?' 'A pipe needs replacing.'
	6 (who/ suppose/ lives there now) '	
		?' 'In a couple of hours.'

Unit 28	Verbs, objects and complements
A	Some verbs can be either transitive or intransitive, allowing us to focus on either the person or thing performing the action, or the person or thing affected by the action. Compare: She closed the door. (transitive) and The door closed. (intransitive) Pre ripped my shirt. (transitive) and My shirt has ripped. (intransitive)
	Verbs like this are often used to talk about some kind of change. Other examples are begin, bend, break, burn, change, decrease, drop, finish, increase, move, open, shut, start, vary, wake.
В	Some transitive verbs don't need an object when the meaning is clear from the context: ☐ He has smoked (cigarettes) since he was 10. ☐ She plays (the saxophone) beautifully.
	Other verbs like this include answer, ask, change, cook, dance, drink, drive, eat, fail, park, phone, read, sing, study, wash, wash up, wave, win, write.
С	After some verbs we usually add a <i>complement</i> – a phrase which completes the meaning of a verb, noun or adjective – which is an adverb or prepositional phrase: □ The disease originated in Britain. (not The disease originated. We need to add something about where or how it originated.)
	Other verbs commonly have a complement but may not. Compare: — He paused for a few moments. and He paused. (no complement needed)
D	Some verbs are commonly followed by a particular preposition or prepositions and then an object (see also Unit 94): We had to deal with hundreds of complaints. (not We had to deal.) I'm sure that blue car belongs to Matthew. (not I'm sure that blue car belongs.)
	Here are some more verbs with the prepositions which usually follow them: adhere to, aspire to, culminate in/with, detract from, differentiate between, incline to/towards, specialise in.
E	Some verbs are usually followed by an object + prepositional phrase complement: □ I always associate pizza with Italy. (not I always associate pizza.) □ She put the report on the floor. (not She put the report.)
	Here are some more verbs with the prepositions which usually begin the complement: attributeto, baseon/upon, equatewith, inflicton, mistakefor, regardas/with, remindof.
F	Some verbs are often followed by an object + adjective (or adjective phrase) complement: The people of this country will hold the government responsible. Beckman pronounced himself fit for the match.
	Other verbs that can be followed by an object + adjective complement include assume, believe, consider, declare, find, judge, prove, report, think. The object after declare, find, pronounce and prove is often a reflexive pronoun (himself, etc.).
	Notice that when these verbs are used with an object + adjective complement the sentence is usually rather formal. Less formal alternatives can be made by adding to be after the object or by using a <i>that</i> -clause: □ Dr Adams argues that house prices will fall, but other economists believe <i>the opposite true</i> . (or less formallybelieve the opposite to be true. orbelieve that the opposite is true.)
G	Note that many of the verbs in this unit can be followed by a number of patterns, sometimes associated with different meanings. Compare, for example:
56	Grammar review: transitive and intransitive verbs → F1-F3

Grammar review: transitive and intransitive verbs \rightarrow F1-F3

28.1 If it is possible to leave out the object (in italics) after the verbs (underlined), put brackets around it, as in 1. (B)

Jill was (1) reading (a book) when the telephone rang. It was Val. She said, "I called you earlier, but nobody (2) answered the phone. Would you like to come over to (3) eat dinner tonight with me and Tom? Is 8.00 okay?" Jill (4) thanked Val and said that she'd love to come. At about 7.00 Jill started to get ready. She (5) washed herself and (6) brushed her hair. Then she (7) changed her clothes and (8) put on some makeup. After that, she (9) drove her car to Malstowe, the village where Val and Tom lived. Val was gardening when Jill (10) reached their house and she (11) waved her hand when saw Jill. Jill (12) parked her car on the drive and walked over to Val. Val said, "Tom's still (13) cooking dinner, so I thought I had time (14) to pick some flowers. By the way, my sister Kate is staying with us. She's (15) studying French at university, but is on holiday at the moment. I forgot to (16) mention her when I spoke to you earlier. I'll (17) introduce you when we go inside." Jill (18) enjoyed the evening very much. The food was excellent. The others shared a bottle of wine, but Jill didn't (19) drink alcohol and had orange juice instead. They talked a lot about their holiday plans. Jill hoped to go to Canada, but wasn't sure yet that she could (20) afford it. Before she left, Jill helped (21) wash up the dishes. As she drove home, she decided that she must (22) invite Val and Tom for a meal at her house very soon.

28.2 Complete these sentences with: a verb + preposition + noun phrase (for 1–5); and verb + noun phrase + preposition for 6–10. Use verbs from (i) (with an appropriate form), prepositions from (ii), and noun phrases from (iii). (C–E)

(i)	(ii)	(iii)
adhere aspire attribute base culminate differentiate equate inflict mistake specialise	in in on	the black car national leadership his success the discovery of penicillin fantasy and reality the rise in crime a surprise defeat seafood the 1998 agreement her new novel

- 1 Electors deserve more from a political party that aspires to national leadership .
- 2 Years of research by Fleming
- 4 All the countries involved in the trade dispute confirmed that they would
- 6 The team of amateur footballers ______ the first division leaders.
- 7 It is too simplistic to ______ the decrease in the number of police officers.
- 8 After Lewis's victory, he ______ the advice of his new trainer.
- 9 It was dark and raining and she ______ a taxi.
- 10 Paula Wills has ______ events that took place in 16th century Denmark.
- 28.3 Complete these sentences with any appropriate adjective. (F)
 - 1 The scientific evidence proved him guilty ...
 - 2 She declared herself with the result.

 - 5 We believed her _____ at school.

Now make less formal alternatives to these sentences using either to be after the object or a that-clause.

1 The scientific evidence proved him to be guilty. / The scientific evidence proved that he was guilty.

Verb + two objects

A	Some verbs can be followed by two objects. Usually the first object (= the <i>Indirect Object</i> (IO)) is a person or group of people and the second object (= the <i>Direct Object</i> (DO)) is a thing: □ Can you bring me (= IO) some milk (= DO) from the shops? □ I read Suzanne (= IO) a story (= DO). □ He made himself (= IO) a cup of coffee. (= DO).
456	Many verbs that can have two objects may also be used with a DO only (e.g. I read a story).
	With many verbs that can have two objects, it is possible to reverse the order of the objects if we put for or to before the IO (this is then called a <i>prepositional object</i>). Compare: □ I built my daughter a doll's house. and □ I built a doll's house for my daughter. □ Can you pass me that bandage? and □ Can you pass that bandage to me?
	We often use this pattern if we want to focus particular attention on the object after for/to. We also use it if the IO is a lot longer than the DO: □ Jasmin taught music to a large number of children at the school. (not Jasmin taught a large number of children at the school music.)
	We use for + object with verbs such as book, build, buy, catch, choose, cook, fetch, find, get, make, order, pour, save. For suggests that the IO receives and benefits from goods or services. We use to + object with verbs such as award, give, hand, lend, offer, owe, pass, show, teach, tell, throw. To suggests a transfer of the DO to the IO.
	If the DO is a pronoun, a pattern with DO + preposition + IO is usual. Patterns without a preposition are avoided because they are considered to be bad style: □ I gave them to Tim. (rather than I gave Tim them./I gave them Tim.) □ We bought it for them. (rather than We bought them it./We bought it them.)
В	The verbs bring, leave, pay, play, post, read, sell, send, sing, take, and write can be used with either for or to. Often there is a difference in meaning: to suggests that there is a transfer of something to someone, and for suggests that someone benefits from something. Compare: □ I hadn't got time to visit Ann, so I wrote a letter to her. and □ Ann had broken her wrist and couldn't hold a pen, so I wrote a letter for her. Sometimes, however, the meaning is very similar: □ He played the piece to (or for) me. □ Can you sing that song again to (or for) us?
	Notice that when object + object is used after these verbs it usually has a similar meaning to the verb with object + to + object. For example: □ I sold him the car. (means I sold the car to him, not I sold the car for him.)
С	Some verbs that are followed by two objects cannot have their objects reversed with for/to: We all envied him his lifestyle. (but not We all envied his lifestyle for/to him.) Other verbs like this include allow, ask, cost, deny, forgive, guarantee, permit, refuse.
D	Some verbs can only have a second object if this is a prepositional object with to (see also Unit 22A). Compare: She described the situation. or She described the situation to me. (but not She described me the situation.) and She told this joke. or She told this joke to me. or She told me this joke. Other verbs like describe include admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest.
	Some verbs can <i>only</i> have a second object if this is a prepositional object with for. Compare: □ He fixed the tap. or □ He fixed the tap for me. (but not He fixed me the tap.) and □ I booked a room. or □ I booked a room for her. or □ I booked her a room. Other verbs like fix include collect, mend, and repair.

29.1	for. Write to/for if either car places, as in 1. (A & B)				
	build choose offer	pass pay post read	save sell take tea	ach	
	1 Tom hasn't got any money	on I'll have to DAU the	for him		
	2 Keith hates going shopping				
	3 You're staying with Sue at			resent her:	
	4 I can't reach the salt. Coul	. ·			
	5 When Mr Jenkins bought				
	6 He's a got a very rewardin				
	7 I haven't got my glasses. C				
	8 Jane the lett			i't go out.	
	9 I my old bik				
	10 I'll be in late tonight. Can				
	11 My parents are coming to	live with us, so we	a flat them at the top	of the house.	
29.2	If necessary, correct these ser	ntences. If the sentence is a	Iready correct, write ✓. (C !	Et D)	
	1 He kindly collected me sor	ne library books.			
	2 He admitted his error for l	Francisco de la companya del companya de la companya del companya de la companya del la companya de la companya			
	3 I have to prepare a report	The state of the s			
	4 Can I ask a favour to you? 5 A special ticket allows enti		nums in the city		
	6 I'd like to introduce you to		dills in the city.		
00.2			oles Charallage ible	Laurence and	
29.3	Complete these texts with objects chosen from the list below. Give all possible word orders and add prepositions where necessary. (A–D)				
	the problem/our teacher	her photograph/me	the glass/him		
	another half an hour/us	his sister/me	three bedtime stories/him		
	a letter/ him	his broken car/him	the money/me		
	a drink/John a fortune/you	a paper aeroplane/him an Irish jig/us	the problem/him the flute/him		
				3 (D l)	
	1 'Harry phoned. He wants to come and stay with us at the beginning of September.' 'But that's				
	when my parents will be with us. I'll have to write him a letter/a letter to him to explain the problem to him .'				
			.1:1.71 1 1 1 . 1	1 1 1	
	2 When he described			n ne snowed	
		I realised that I had seen h		2	
	3 I handed	and said, 'Can yo	ou play		
	I feel like dancing.'	wat			
	4 The clock on the wall was			, she	
		to finish the exam		1 7 6 1 1	
	5 My three-year-old nephew, Daniel, always keeps me busy when I babysit. Last night I first had to make, then I had to mend and after				
				and after	
		•			
	6 'Your new motorbike must			my parents	
	lent				
	7 I poured	and gave			

Uni	t
30	

Verb + -ing forms and infinitives (1)

30	vero i -ing rorms and minitives (1)
A	Some verbs can be followed either by an object + -ing or a possessive + -ing with a similar meaning, although the possessive + -ing form is usually considered to be rather formal: □ I resented Tom winning the prize. (more formally I resented Tom's winning the prize.) □ Mary recalled him buying the book. (more formally Mary recalled his buying the book.)
	Other verbs like this include verbs of '(dis)liking' such as detest, (dis)approve of, (dis)like, hate, love, object to, and verbs of 'thinking' such as forget, imagine, remember, think of. Notice that we only use a possessive form (Tom's, his) here to talk about a person or a group of people: □ I remembered the horse winning the race. (but notthe horse's winning)
В	Some verbs can be followed by to + -ing where to is a preposition: She confessed to stealing the money. You don't object to working late tonight, do you? Other verbs like this include adapt, adjust, admit, look forward, own up, resort. Note that these verbs can also be followed by to + noun phrase: She confessed to the crime. You don't object to the work, do you?
С	Other verbs can be followed by different prepositions + -ing. For example: \$\triangle\$ by + -ing (begin, close, end, finish (off/up), open, start (off/out))
	☐ Can you begin by cleaning the floors, and then do the windows?
	rack on + -ing or on + object+ -ing (concentrate, count, depend, focus, insist, rely)
	☐ Clare insisted on (Jack) wearing a suit to the party.
	☆ of + -ing or of + object + -ing (approve, hear, know, speak, talk, tell)
	☐ I don't approve of (them/ their) hunting animals for sport.
	☆ object + from + -ing (deter, discourage, keep, prevent, prohibit, stop)
	☐ The noise from next door prevented me from sleeping.
D	Some verbs (feel, hear, notice, observe, overhear, see, watch) can be followed by an object and then either by an -ing form or a bare infinitive, but their meanings may be slightly different. An -ing form suggests that an action is in progress, while a bare infinitive suggests a completed action. Compare:
	☐ I saw them playing football from my window. and ☐ I saw him smash the bottle.
	Also, an -ing form can suggest that we watch, hear, etc. some of an action, but not from start to finish, while a bare infinitive suggests that we watch, hear, etc. the whole action from start to finish. Compare:
	☐ I was able to watch them building the new car park from my office window. and ☐ I watched him climb through the window, and then I called the police.
E	After the verbs dare and help we can use either a bare infinitive or to-infinitive:
	☐ I was angry with him, but I didn't dare (to) say anything.
	☐ We hope the poster campaign will help (to) raise awareness of the problem.
	When dare has an object, we can only use a to-infinitive. Compare:
	☐ I dared him to cross the river. (not I dared him cross) and ☐ I helped them (to) pack.
	After have, let and make we can use an object + bare infinitive but not to-infinitive: □ His exam results might make him work harder. (notmight make him to work) □ I had Beth clean up her bedroom before I let her go out to play.
F	We use a bare infinitive after make and let in the phrases make do (= to manage to deal with a situation by using what is available) and let go (= to stop holding something): □ Jim had borrowed my new bike, so I had to make do with my old one. □ 'Don't let go!'
CO	
60	Grammar review: → F4–F13

Grammar review: → F4-F13

- 30.1 If possible, rewrite these sentences using the possessive form of the object, as in 1. If it is not possible, write X. (A)
 - 1 I really hate you having to be away from home so much. I really hate your having to be away from home so much
 - 2 We don't approve of the developer locating the factory so close to houses.
 - 3 I have always detested the dog jumping up at me when I come home.
 - 4 No-one heard the man shouting for help.
 - 5 It is difficult to imagine him accepting the decision without any objection.
 - 6 No-one in the crowd that day will forget Ashe fighting so hard to win the match.
 - 7 I remember them arguing a great deal when they were children.
 - 8 The police investigated him stealing cars from the city centre.
- 30.2 Complete these sentences using an appropriate form of a verb from (i), a preposition from (ii) (you will need to use some of these more than once), and an -ing form from (iii). (B & C)

(i)	(ii)	(iii)
adjust close concentrate hear own up rely start out stop		closing driving getting playing sailing smoking thanking winning

- 1 I need to hand in the essay tomorrow, so I've got to <u>concentrate on getting</u> it finished today.
- 2 I'd like to ______ all those responsible for organising what has been a very successful conference.
- 3 Many visitors to Britain find it difficult at first to on the left.
- 4 The injury _____ him ____ tennis for 6 months.
- 5 Charles Hall a small dinghy on the local lake, and he has now completed a single-handed yacht journey around the world.
- 6 You shouldn't the lottery to solve your financial problems.
- 7 The first I _____ was on the radio last night.
- 8 Although they first denied it, the boys eventually in the school playground.
- 30.3 Consider which verb form is more likely and why, and underline it. (D)
 - 1 I heard the tyre burst/ bursting and then the lorry skidded across the road.
 - 2 Karl noticed someone watch/ watching him from an upstairs window.
 - 3 She felt the bee sting/ stinging her just before she brushed it off her arm.
 - 4 With a good telescope you can see the eagles feed/ feeding their chicks in the nest.
- 30.4 Match the sentence beginnings and endings, adding an appropriate object where necessary and write (to) where this might be included. (E & F)
 - 1 When Sue thought of going on the roller-coaster it made...
 - 2 The new course is intended to help...
 - 3 I forgot to buy any bread so we had to make...
 - 4 Scientists hope the new drug will help...
 - 5 The puppy isn't well trained yet, so if you let...
 - 6 We didn't agree with the decision, but we didn't dare...
 - 7 When John arrives, have...
 - 8 The dial on the left lets...

- a go of his lead, he'll run away.
- b feel quite ill.
- c prevent hay fever.
- d control the speed of the fan.
- e wait outside my office.
- f understand modern art.
- g do with coffee for breakfast.
- h protest against it.
- 1 + b When Sue thought of going on the roller-coaster it made her feel guite ill.

Verb + -ing forms and infinitives (2)

31	vero + -ing forms and immitives (2)
A	After some verbs we need to include an object before a to-infinitive in active sentences: The police warned everyone to stay inside with their windows closed. (not The police warned to stay) My teachers didn't encourage me to work hard at school. (not My teachers didn't encourage to work)
	There are many other verbs like this including advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, show, teach, tell.
	After other verbs, however, such as agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer, we can't include an object before a to-infinitive: □ The shop refused to accept his cheque. (not The shop refused him to accept his cheque.) □ We've decided to leave early. (not We've decided us to leave early.)
В	After some verbs, including apply, arrange, ask, campaign, plan, and wait, we have to put a preposition, usually for, immediately after the verb before an object + to-infinitive (see also Unit 29): \[\text{\text{We waited for the taxi to come}} \text{ before saying goodbye. (not We waited the taxi to come)} \[\text{\text{They arranged for Jane to stay}} \text{ in London. (not They arranged Jane to stay)} \] After apply, ask and campaign, the to-infinitive is often passive: \[\text{\text{They applied for the court appearance to be postponed.}} \]
	Other verbs can be followed by different prepositions + object + to-infinitive. For example: \(\frac{1}{12} \) at + object + to-infinitive (go on (= to criticise continually), keep on (= to talk about something many times), scream, yell) \(\subseteq \) I shouted at the man to open the door. \(\frac{1}{12} \) on + object + to-infinitive (call (= to officially ask someone to do something), count, prevail, rely; \(\subseteq \) We're depending on you to find a solution soon. \(\frac{1}{12} \) to + object + to-infinitive (appeal, gesture, motion) \(\subseteq \) He closed the door and signalled to the pilot to take off.
С	A number of other to-infinitive and -ing forms can also follow verbs – ☆ verb + negative to-infinitive and negative -ing forms: □ We decided not to go to Paris after all. (compare The people didn't decide to go to war, it was their political leaders.) □ Some of my friends have considered not going to college because of the cost. (compare I haven't considered going to college – I don't want to go on studying after school.)
	 ☆ verb + to have + past participle. Compare: □ Can you hear that strange noise? It seems to happen every time I turn on the tap. and □ The accident seems to have happened at around 1.00 p.m. yesterday. This form is often used to give an opinion (with verbs like seem and appear) about a past event, or to report what is or was said (with passive verbs like is/was alleged, believed, said, thought) about past events: □ Simons is alleged to have assaulted a police officer.
	 ☆ verb + having + past participle. The verb + -ing and verb + having + past participle forms have a similar meaning with these verbs. Compare: □ I now regret buying the car. and □ I now regret having bought the car. This form is most often used with the verbs admit, deny, forget, recall, regret and remember.
and the second second	

.1	Choose one of the verbs in brackets to complete each sentence. (A)	
	1 a My mother me to throw away my old toys.	(threatened/ told)
	b My mother to throw away my old toys.	
	2 a They to visit Janet in hospital.	(allowed/ offered)
	b They us to visit Janet in hospital.	
	3 a I to carry the heavy boxes up the stairs.	(managed/ persuaded)
	b I	
	4 a She Jack to help in the garden.	(agreed/ encouraged)
	b She to help in the garden.	
	5 a Iher to tidy up the house.	(pretended/ reminded)
	b I to tidy up the house.	
	6 a Brian to study economics at university.	(advised/ hoped)
	b Brian me to study economics at university.	
		6.1. 6.11
.2	Complete the sentences with a preposition in the first space and one	
	the second. Use either a to-infinitive or passive form of the to-infinit bring do finish get off lend lose provide	
		release stay
	1 I knew I could count on you to lend me some money.	
	2 Mary felt ill and she longed the meeting	so that she could go
	home.	
	3 I will never give up campaigning my brother	from prison. I know
	he is innocent.	
	4 He signalled the waiter the bill.	
	5 She kept on me weight, so I've gone or	
	6 The earthquake has left many thousands homeless and the government	ent has appealed
	aid agencies tents, blankets and food.	
	7 I screamed the children the railway line	
	8 The shower isn't working in my hotel room. I'll have to ask	something
	about it.	
	9 Following the fire at the chemical factory, the police called	people
	in their houses with their windows closed.	
.3	Use the verbs in brackets to complete the sentences with one of the p	patterns in C. Give
	alternatives where possible.	
	1 I anyone Jack's new address. (agree – no	ot tell)
	2 The prisoners through a broken window	
	3 I him at the conference. (not recall – see	
	4 He	,
	5 He as the person who donated the mone	ev. (ask – not name)
	6 The Etruscans in Italy in the 8 th or 9 th co	
	7 I am sure my purse was on the table a few minutes ago, but now it .	
	(seem – disappear)	
	9 Sha	

Reporting people's words and thoughts

Quoting and reporting in our own words

Α

When we report what people think or what they have said, we often report in our own words when the information they convey is more important than their exact words. When we do this we can use sentences that have a reporting clause and a reported clause (see also Units 33 to 39):

reporting clause	reported clause	
She explained He didn't ask me	(that) she couldn't take the job until January. where to put the boxes.	

В

If their exact words are important or if we want to create some dramatic effect, we might report their actual words. In writing this is done in a *quotation* (see also Appendix 3):

- ☐ 'I suppose you've heard the latest news,' she said.
- G'Of course,' Carter replied, 'you'll have to pay him to do the job.'

The reporting clause can come before, within, or at the end of the quotation.

In the English used in stories and novels, the reporting verb (e.g. say, reply, think) is often placed before the subject when the reporting clause comes after the quotation:

□ 'When will you be back?' asked Arnold. (or ... Arnold asked.)

However, we don't use this order when the subject is a pronoun (except in a literary style):

□ 'And after that I moved to Italy,' she continued. (not ... continued she.)

Negatives in reporting

C

To report what somebody didn't say or think, we make the reporting verb negative:

☐ He didn't tell me how he would get to London.

If we want to report a negative sentence, then we usually report this in the reported clause:

☐ 'You're right, it isn't a good idea.' → He agreed that it wasn't a good idea.

although it may be reported in the reporting clause, depending on meaning:

☐ 'I disagree. It's not a good idea at all.' → He didn't agree that it was a good idea.

However, with some verbs, to report a negative sentence we usually make the verb in the reporting clause negative:

□ 'I expect he won't come.' 'I don't expect he will come.' → She didn't expect him to come. (rather than She expected he wouldn't come.)

Other verbs like this include believe, feel, intend, plan, propose, suppose, think, want.

Reporting questions

D

To report a wh-question we use a reporting clause and a clause with a wh-word:

☐ She asked me what the problem was. ☐ I asked him where to go next.

When we report a yes/no question we use a reporting clause followed by a clause beginning with either if or whether (but note that we can't use if + to-infinitive; see Unit 34):

□ Liz wanted to know if/whether we had any photos of our holiday.

The usual word order in a wh-, if-, or whether-clause is the one we would use in a statement:

- ☐ 'Have you seen Paul recently?' → She wanted to know if I had seen Paul recently. However, if the original question begins what, which, or who followed by be + complement we can put the complement before or after be in the report:
 - □ 'Who was the winner?' → I asked who the winner was. (or ...who was the winner.)

Notice that we don't use a form of do in the wh-, if-, or whether-clause:

☐ She asked me where I found it. (not ...where did I find it./...where I did find it.)

However, if we are reporting a negative question, we can use a negative form of do:

☐ He asked (me) why I didn't want anything to eat.

32.1	V	eport what was said, quoting the speaker's exact words with one of the following reporting erbs, as in 1. Put the reporting clause after the quotation and give alternative word orders where possible. (B & Appendix 3)
		boast chorus command confess explain grumble suggest wonder
	2 3 4 5 6 7	Come in out of the rain now. (her mother) 'Come in out of the rain now,' commanded her mother/her mother commanded. Why don't we stop for a coffee? (she) All right Sean, it was me. (he) My novel is more exciting than an Agatha Christie thriller. (she) I always carry two umbrellas with me because I'm always losing them. (Mary) Oh, no, it's raining again. (Dick) Good morning, Miss. (the children) Have I done the right thing? (I)
32.2	Ve	hoose a pair of verbs to complete the reports of what was said, using appropriate forms of the erbs. Make the verb negative in the reporting clause (as in 1) or the reported clause, thichever is more likely. (C)
		announce – go expect – be feel – could intend – hurt insist – be promise – would think – would threaten – repay
	1	'I didn't mean to upset Astrid.' -> He <u>didn't intend</u> to hurt her feelings.
	2	'I won't give you the money back if you keep on at me.' → He the
		money if she kept on at him.
	3	'I can't ask my parents to help me again.' -> He that he ask his
		parents to help him again.
	4	'I wasn't anywhere near the school at the time of the break-in.' -> He that he
		anywhere near the school at the time of the break-in.
		'I'm not going back to college.' → She that she back to college.
	6	'I was surprised that Mum was so angry.' → He his mother
		so angry.
	7	'John won't mind waiting a bit longer.' → She
		a bit longer.
	8	'I won't be late again.' → She that she be late again.
32.3		eport these questions using a wh-, if- or whether-clause, as appropriate. Make any necessary nanges to verb tense, pronouns, etc. (Study also Units 34 and 35 if necessary.) (D)
	1	'When are you leaving?' She asked me when I was leaving (orwhen I am leaving .
	2	'Do you remember David?' She wanted to know
	3	'Who is the girl in the photo?' She wondered
	4	'Can we stop at the next village?' She asked me
	5	'How do you spell 'chaos'?' She didn't know
		'How many brothers and sisters have you got?' She asked me
		'Where did you put the eggs?' She wondered
		'Do you want a hot or a cold drink?' She asked
		'Why didn't you go with Jack?' She asked me
		'Which is mine?' She couldn't remember
		'Are you ready to leave?' She wanted to know
	12	'What was your grandmother's maiden name?' She asked

Reporting statements: that-clauses

A	When we report statements, we often use a that-clause in the reported clause (see Unit 32): ☐ He said (that) he was enjoying his work. ☐ The members of the Security Council warned that further action may be taken.
	After the more common reporting verbs such as agree, mention, notice, promise, say, and thinl we often leave out that, particularly in informal speech. However, it is less likely to be left out after less common reporting verbs such as complain, confide, deny, grumble, speculate, warn (and after the common reporting verbs answer, argue, and reply) in formal writing if the that-clause doesn't immediately follow the verb: She agreed with her parents and brothers that it would be safer to buy a car than a motorbike. (rather thanand brothers it would be safer)
В	Some reporting verbs which are followed by a that-clause have an alternative with an object + to-infinitive (often to be), although the alternatives are often rather formal. Compare: □ I felt that the results were satisfactory. and □ I felt the results to be satisfactory.
	☐ They declared that the vote was invalid. and ☐ They declared the vote to be invalid. Other verbs like this include acknowledge, assume, believe, consider, expect, find, presume, report, think, understand.
C	If we use a that-clause after the verb notify in an active form, then we must include an object between the verb and the that-clause, and this object can't be a prepositional object (see D below I notified the bank that I had changed my address. (but not I notified that I/I notified to the bank that I) Other verbs like this include assure, convince, inform, persuade, reassure, remind, tell. With the verbs advise, promise, show, teach, and warn, an object before a that-clause is not always necessary: They promised (me) that they would come to the party. The government has advised that tourists should leave the country immediately. (or The government has advised tourists that they should leave the country immediately.)
D	After some verbs we can use a that-clause with or without a personal object before the that-clause. However, if we do include an object, we put a preposition before it. After some verbs we use to: She admitted (to me) that she was seriously ill. I pointed out (to the driver) that he had parked across the entrance. Other verbs like this include announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest.
	 ☆ After some verbs we use with: □ We agreed (with Susan) that the information should go no further. □ I checked (with them) that they were free on Thursday. Other verbs like this include argue, disagree, joke.
	After the verbs ask, demand and require we use of: The club asks (of its members) that they pay their fees by 31st December. The company demands (of its staff) that they should be at work by 8.30. This pattern is usually used in formal contexts. Less formally we can use a to-infinitive clause after ask and require (e.g. The club asks its members to pay their fees by 31st December). However, we can't use a to-infinitive clause after demand (not The company demands its staff to).

- 33.1 Underline the correct verb. If both are possible, underline them both. (C)
 - 1 The doctors advised/ persuaded that I should rest for 3 months.
 - 2 The police *assured promised* local residents that everything possible was being done to catch the car thieves.
 - 3 A spokesperson for the company *remindedl warned* that there may be delays on the railways this summer due to major engineering work.
 - 4 We should inform! teach children that diet is of vital importance to health.
 - 5 Russian scientists have shown/ have convinced that honey can prevent the growth of bacteria.
 - 6 The company has reassured/ has advised customers that cars ordered before 1st August would be delivered by the end of the month.
 - 7 Jack told/ promised that he would be home before midnight.
- 33.2 If possible, rewrite these sentences in a more formal way with a to-infinitive clause, as in 1. If it is not possible to rewrite the sentence in this way, write *X. (B)
 - 1 Two days after the launch Houston reported that the satellite was missing. Two days after the launch Houston reported the satellite to be missing.
 - 2 The employees argued that the reduction in wages was unlawful.
 - 3 The judge thought that his explanation was unconvincing.
 - 4 I expected that her plans would fail.
 - 5 She stressed that her stories were aimed primarily at children.
 - 6 Peter acknowledged that his chances of winning the race were slim.
 - 7 We found that the football supporters were very well behaved.
 - 8 The president's spokesman commented that the election result was a victory for democracy.
- 33.3 Complete the sentences with an appropriate form of one of the following verbs and to, with, or of. In some cases more than one verb is possible, but use each verb at least once. (D)

announce complain disagree joke mention require 1 Mick _______ the shop assistant that the computer he'd bought there was faulty. 2 She _______ her neighbours that their dog was keeping her awake at night. 3 He _______ his friends that he'd won the lottery and was leaving for Barbados that evening. 4 The minister ______ shocked journalists that she was to resign immediately. 5 The college ______ its students that they attend all classes. 6 I ______ Mr Jacobs that the students were lazy. I thought they were very enthusiastic. 7 I forgot to ______ Chris that I'd be home late.

33.4 Suggest corrections to the italicised text in this newspaper article. (A, C & D)

PIK TO CUT WORKFORCE

PIK, the toy manufacturer, (1) has warned they are to make over 100 employees redundant over the next month. Managing Director Beth Edwards yesterday (2) explained employees that a national fall in demand for traditional toys is to blame. She (3) confessed her audience that management had been surprised by the downturn, but she (4) denied management had

been incompetent. When asked whether staff would receive redundancy pay, Ms Edwards (5) replied an announcement would be made within a few days, but (6) reassured that they would receive financial compensation. She (7) went on to complain government help for small businesses was insufficient and (8) demanded ministers that they provide more support. She (9) asked staff that they continue to work as normal until details of the redundancies were given. She (10) reassured that the company would not close completely.

Unit Verb + wh-clause Some verbs can be followed by a clause beginning with a wh-word (how, what, when, where, which, who, or why): ☐ That might explain why he's unhappy. ☐ I couldn't decide which train to catch. ☐ Let's consider how we can solve the problem. Verbs like this include arrange, calculate, check, choose, debate, determine, discover, discuss, establish, find out, forget, guess, imagine, know, learn, notice, plan, realise, remember, say, see, talk about, think (about), understand, wonder. Many of these verbs can also be followed by à a that-clause (see Unit 33): □ I decided that I ought to leave. ☆ a wh-clause (except 'why') + to-infinitive: □ Did you find out where to go? Notice that if we add a subject in the wh-clause we don't use a to-infinitive: ☐ I can't imagine what he likes about jazz. В Some verbs must have an object before the wh-clause: ☐ She reminded me what (I had) to do. ☐ I told Linda how to get to my house. Other verbs like this include advise, inform, instruct, teach, warn. The verbs ask and show often have an object before a wh-clause, but not always: □ I asked (him) how I could get to the station, and he told me. These verbs can also be followed by object + wh-word + to-infinitive: ☐ She taught me how to play chess. ☐ I showed her where to put her coat. C We can often use the way instead of how referring to either the route or the means: ☐ Go back the way (that/by which) you came. (or informally Go back how you came.) ☐ Have you noticed the way (that/in which) he spins the ball? (or ...noticed how he spins...?) Notice that we don't use 'the way how'. (e.g. not 'Go back the way how you came'.) Whether D We can use whether as the wh-word in a wh-clause when we want to show possible choices. Whether has a similar meaning to 'if' (see Unit 86): ☐ He couldn't remember whether/if he had turned the computer off. Whether is commonly followed by a to-infinitive to talk about the choice between two or more possibilities. Notice that 'if' is never used before a to-infinitive: ☐ You have 14 days to decide whether to keep it or not. (not ...to decide if to keep it...) Verbs that are often followed by whether + to-infinitive are concerned with talking or thinking about choices, and include choose, consider, debate, decide, determine, discuss, know (in questions and negatives), wonder. Some other verbs to do with talking or thinking are not used with whether + to-infinitive, including ask, conclude, explain, imagine, realise, speculate, think. Notice the difference between these pairs of sentences. The first in each pair has a wh-clause with whether and the second has a that-clause (see Unit 33): ☐ I didn't know whether the shop was shut. (= if the shop was shut or not)

In rather formal contexts, particularly in writing, we can use as to with a meaning similar to 'about' or 'concerning' before a wh-clause. This is most common before whether:

the choice is)

☐ I didn't know that the shop was shut. (suggests that the shop was shut)

Opinion was divided as to whether the findings from the study were representative of the population as a whole. (or less formally ...divided whether...)

☐ They haven't decided yet whether the airport should be closed. (the wh-clause says what

☐ They decided that the airport should be closed. (the that-clause says what was decided)

- 34.1 Choose an appropriate sentence ending and choose a wh-word to connect them, as in 1. Use each ending once only. If necessary, also add an appropriate object. (A & B)
 - 1 Before the meeting finished they arranged...
 - 2 He took my hands and showed...
 - 3 I explained carefully so that the students understood...
 - 4 Anna was new in the office and I had to keep reminding...
 - 5 I saw Sarah leave the building, but I didn't notice...
 - 6 When I saw Steve alone at the party I wondered...
 - 7 As we walked over the hills the guide warned...
 - 8 After I'd dismantled the motor I couldn't remember... j
 - 9 To win a prize you had to guess...
 - 10 As the guests came in Peter told...

 - 1+d Before the meeting finished they arranged when to meet next.
- 34.2 Underline the correct or more appropriate verb. (D)
 - 1 She was thinking/ debating whether to invite Jeremy over for dinner.
 - 2 The council is meeting this morning to discuss/ ask whether to increase local taxes.
 - 3 Apparently Ray and Mary are considering speculating whether to emigrate to Australia.
 - 4 I have to imaginel choose whether to get a job or apply to go to college.
 - 5 Scientists will have to decidel conclude soon whether to start testing the new drugs on people.
- 34.3 When Peter Miles got back from mountain climbing in the Andes he wrote a book about his experiences. Here are some extracts. Correct any mistakes you can find. (A-F)

The villagers warned what the conditions were like at higher altitudes, and advised to take enough food for a week. There was some discussion through the day as whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me the way how to get to the track up the mountain.

When the snow started falling it was very light, and I couldn't decide if to carry on or go back down. Soon, however, I couldn't see where to go.

I wondered if to retrace my steps and try to find the track again, but by the time I decided whether I should go back, the track had disappeared.

As the snow got heavier I began to realise whether my life was in danger. Fortunately, my years in the Andes had taught what to do in extreme conditions. I knew that there was a shepherd's hut somewhere on this side of the mountain that I could shelter in, but I didn't know that it was nearby or miles away.

- a ...how to fit the parts back together.
- b ...where she went after that.
- c ... where to put their coats.
- d ...when to meet next.
- e ...why Helen wasn't with him.
- ...how many sweets were in the jar.
- ...what they had to do in the test.
- h ...where the path was dangerous.
- ...who everyone was. i
- ...how to hold the golf club properly.

Tense choice in reporting

Verb tense in the reported clause

When the situation described in the *reported* clause (see Unit 32) is in the *past* when we are reporting it, we use a past tense (past simple, past continuous, etc.):

- □ 'I'm leaving!' → Bob announced that he was leaving.
- ☐ 'I don't want anything to eat.' → Mark said that he didn't want anything to eat.
- ☐ 'Are you going to London? → Connie asked me if I was going to London.

When the situation described in the reported clause was already in the past when it was spoken about originally, we often use the past perfect to report it:

□ 'We have found the missing girl.' → Last night police said that they had found the missing girl.

However, if it is clear from the context that one event took place before another, then it may not be necessary to indicate this by using the past perfect and we use the past simple instead:

 \Box 'I've sent out the invitations. I did it well before the wedding.' \rightarrow She reassured me that she sent out the invitations well before the wedding. (or...had sent...)

В

When the situation described in the *reported* clause is a *permanent/habitual situation*, or still exists or is relevant at the time we are reporting it, then we use a present tense (or present perfect) if we also use a present tense for the verb in the *reporting* clause:

- □ Dr Weir thinks that he spends about 5 minutes on a typical appointment with a patient.
- ☐ US scientists claim that they have developed a new vaccine against malaria.

Note that the present perfect focuses attention on the result of the action, not the action itself.

However, when we use a past tense in the *reporting* clause we can use either a present or past tense (or present perfect or past perfect) in the *reported* clause:

- ☐ She argued that Carl is/was the best person for the job.
- ☐ They noted that the rate of inflation has/had slowed down.

Choosing a present tense (or present perfect) in the *reported* clause emphasises that the situation being reported still exists or is still relevant when we report it.

If we want to show we are not sure that what we are reporting is necessarily true, or that a situation may not still exist now, we prefer a past rather than a present tense. Compare:

- □ Sarah told me that she has two houses. (= might suggest that this is true) and
- □ Sarah told me that she had two houses. (= might suggest either that this is perhaps not true, or that she once had two houses but doesn't have two houses now)

Verb tense in the reporting clause

C

When we report something that was said or thought in the past, the verb in the reporting clause is often in a past tense:

□ Just before her wedding, she revealed that she had been married before.

When we report current news, opinions, etc. we can use a present tense for the verb in the reporting clause. In some cases, either a present or past tense is possible, although we prefer a present tense to emphasise that what was said is true or still relevant when we report it:

□ She says that she'll have to close the shop unless business improves. (or ...said...)

We often prefer a present rather than a past tense -

- ☆ to report information that we have been told or heard, but don't know whether it is true:
 - □ I hear you're unhappy with your job.
- ☆ to report what is said by some authority:
 - ☐ The law says that no-one under the age of 16 can buy a lottery ticket.
- to report what many people say:

Grammar review → G1-G7

□ Every teacher I've spoken to tells me that standards of spelling are in decline.

35.1	Change the sentences into reported speech. Choose the most appropriate verb from the list, using the past simple for the verb in the reporting clause and either the past simple or past perfect for the verb in the that-clause. If more than one answer is possible, give them both. (A)
	alleged conceded denied estimated recalled repeated
	1 'I have never been in love with James.' → She denied that she had ever been/ was ever in love with James.
	2 'Thomas has stolen jewellery from my house.' → She
	3 'I think the vase is around 250 years old.' → She
	4 'I've told you once. I've already seen the film.' → She
	5 'Well, perhaps you're right. Maybe I did treat Jane unkindly.' → She
	6 'I seem to remember that Michael's great grandfather was from Spain.' → She

- 35.2 Underline the more appropriate verb. If they are both possible, underline both. (B)
 - 1 Engineers hope that they solved have solved the problems with the bridge now that new supports have been built, and they plan to reopen it next week.
 - 2 The current law states/ stated that an employee has the right to appeal against dismissal.
 - 3 After he read the novel, he commented that the plot is/ was difficult to follow.
 - 4 In the interview, Mr Brown acknowledged that he wishes/ wished to be prime minister.
 - 5 Simon is already a good tennis player, but he accepts that he still has had a lot to learn.
 - 6 I understandl understood that you want to buy a second-hand car. Your brother just told me.
 - 7 Health officials warn that anyone who *looksl looked* directly at the sun during an eclipse may put their sight at risk.
 - 8 They reassured us that the path is/ was perfectly safe.
- 35.3 Jim Barnes and Bill Nokes have been interviewed by the police in connection with a robbery last week. Study the verb tenses in the that-clauses in these extracts from the interview reports. Correct them if necessary, or write ✓. Suggest alternatives if possible. (A–C)
 - When I mentioned to Nokes that he had been seen in a local shop last Monday, he protested that he is at home all day. He swears that he didn't own a blue Ford Escort. He claimed that he had been to the paint factory two weeks ago to look for work. Nokes alleges that he is a good friend of Jim Barnes. He insisted that he didn't telephone Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found in his house, he replied that he is storing it for a friend.

At the beginning of the interview I reminded Barnes that he is entitled to have a lawyer present. He denied that he knew anyone by the name of Bill Nokes. Barnes confirmed that he is in the area of the paint factory last Monday, but said that he is visiting his mother. He admitted that he is walking along New Street at around 10.00. He maintains that he was a very honest person and would never be involved in anything illegal.

Reporting offers, suggestions, orders, Unit intentions, etc. Verb + (object) + to-infinitive clause When we report offers, suggestions, orders, intentions, promises, requests, etc. we can follow some verbs in the reporting clause (see Unit 33) with -☆ a to-infinitive clause: □ 'I'll take the children into town.' → She offered to take the children into town. (not She offered me to take the children...) □ 'The theatre will be built next to the town hall.' → They propose to build the theatre next to the town hall. (not They propose them to build...) Other verbs followed directly by a to-infinitive clause include agree, demand, guarantee, promise, swear, threaten, volunteer. ☆ an object + to-infinitive clause: \square 'You should take the job, Frank.' \rightarrow She encouraged Frank to take the job. □ 'Don't worry about the air fare – we'll pay.' → We told her not to worry about the air fare. The object usually refers to the person who the offer, suggestion, etc. is made to; that is, the person who performs that action in the reported clause (see Unit 33). Other verbs followed by an object + to-infinitive include advise, ask, call on, command, instruct, invite, order, persuade, recommend, remind, request, urge, warn. Compare the use of ask with and without an object before a to-infinitive clause: □ We asked to leave our bags outside the exam room. (= this is something we wanted) and ☐ They asked us to leave our bags outside the exam room. (= this is something they wanted) Verb + that-clause or verb + to-infinitive clause After some verbs we can use a that-clause instead of a to-infinitive clause: В or

He promised that he would arrive on time. ☐ He promised to arrive on time. ☐ Kathy demanded to be allowed in. or ☐ Kathy demanded that she (should) be allowed in. Verbs like this include agree, expect, guarantee, hope, propose, request, vow. With a that-clause the person promising, etc. and the person referred to in the reported clause may be different: ☐ He promised that he wouldn't be late. ('He...' and '...he...' may refer to different people) ☐ Kathy demanded that John should be allowed in. Verb + that-clause (not verb + to-infinitive clause) After the verbs insist, order, say and suggest we use a that-clause but not a to-infinitive clause: ☐ The team captain said that I had to play in goal. (not ... said to play...) ☐ There were cheers when he suggested that we went home early. (not ... suggested to go...) Advise and order can be used with an object + to-infinitive clause (see A) or a that-clause: ☐ I advised that she should accept. (or I advised her to accept.; but not I advised to accept...) Verb + to-infinitive clause (not verb + that-clause) D After some verbs we use a to-infinitive but not a that-clause: □ Carolyn intends to return to Dublin after a year in Canada. (not ...intends that...) ☐ The children wanted to come with us to the cinema. (not ...wanted that...) Other verbs like this include long, offer, refuse, volunteer. Е When we report a suggestion, either what the person reported might do themselves, or what someone else might do, we can use a reporting clause with advise, propose, recommend, or

suggest followed by an -ing clause rather than a that-clause:

☐ The lecturer recommended reading a number of books before the exam. (or

...recommended that the students should read a number of books before the exam.)

6.1		eport each sentence using the verbs below and a to-infinitive clause. Use each verb once only, necessary, add an appropriate object after the verb. (A) advise—agree ask call on expect hope order urge vow				
	1	'If I were you, I'd read the exam questions very carefully.' → He advised us to read the exam questions very carefully.				
	2	'Okay, I'll collect David from school.' → He				
	3	'Be quiet!' → He				
	4	'Please stay for a few more days.' → He				
	5	'I will fight the ban on smoking in public places.' → He				
	6	'I imagine I'll see Olivia at the party.' → He				
	7	'Can you lend me ten pounds?' → He				
	8	'The government should do more to help the homeless.' → He				
	9	'If I leave early I'll avoid the heavy traffic.' → He				
6.2	116	nderline the correct verb. If either is possible, underline them both. (B, C & D)				
0.2		The committee agreed suggested to postpone the meeting until 11th August.				
		Emma insisted/ said that we should bring the children along.				
		The prime minister <i>insistedl wanted</i> to discuss transport policy in the interview.				
	4	She said! offered that she would call me back.				
	5	5 He expected/ advised to leave at 5.30 in the morning.				
		6 The shop has guaranteed has promised that it will deliver the chairs by the end of the week.				
	7 She offered suggested to wait for the children to get ready.					
	8 Terry wanted/ suggested that I should stand in the student elections.					
		She refused/ requested that her brother should be invited too.				
	10	He longed/ promised to go back home and see his parents.				
6.3		omplete the sentences in any appropriate way using a clause beginning with an -ing form a verb. (E)				
	1	To avoid the road works, police have advised leaving the motorway at junction 3.				
		To encourage people to use public transport the council proposed				
	3	Richard said the play was very entertaining and he recommended				
		To find my way around London, Les suggested				
	5	I'd been feeling unwell for a few days and my mother advised				
	6	London urgently needs a new airport, and the government proposes				
	7	I've been putting on weight and my doctor has recommended				
	8	It was a lovely morning and Emma suggested				
	Ca	an any of these sentences be rewritten with a to-infinitive clause without an object?				

Modal verbs in reporting

A

When there is a modal verb in the original statement, suggestion, etc., it sometimes changes when we report what was said or thought. The changes are summarised here:

modal verb in original	modal verb in report
could, would, should, might, needn't, ought to, used to, could have, should have, etc.	could, would, should, might, needn't, ought to, used to, (i.e. no change) could have, should have, etc.
will, can, may	would, could, might will, can, may (existing or future situations and present tense verb in reporting clause) will or would, can or could, may or might (existing or future situations and past tense verb in reporting clause)
shall	would, should (offers, suggestions, etc.)
must (= necessity) must (= conclude; see Unit 18B) mustn't	must or had to must mustn't

В	We sometimes use a modal verb in a report when there is no modal verb in the original: □ 'You're not allowed to smoke here.' → She told me that I mustn't smoke there. □ 'My advice is to look for a new job now.' → She said that I should look for a new job now
С	The verbs could, would, should, might, needn't, ought to, used to, and could have, should have etc. don't change in the report: □ 'I could meet you at the airport.' → He said that he could meet us at the airport. □ 'You should have contacted me earlier.' → She said I should have contacted her earlier.

Will usually changes to would, can to could, and may to might. However, if the situation we are reporting still exists or is still in the future and the verb in the reporting clause has a present tense, we use will, can, and may in the reported clause (see Unit 32). Compare:

□ 'I'll be in Paris at Christmas.' → She tells me she'll be in Paris at Christmas. and
□ 'Careful! You'll fall through the ice!' → I warned him he would fall through the ice.

If the situation we are reporting still exists or is still in the future and the verb in the *reporting* clause has a past tense, then we can use either would or will, can or could, or may or might in the *reported clause*:

 $\hfill\Box$ 'The problem can be solved.' \rightarrow They said the problem can/could be solved.

When shall is used in the original to talk about the future, we use would in the report:

□ 'I shall (I'll) call you on Monday.' → She told me she would call me on Monday.

However, when shall is used in offers, requests for advice and confirmation, etc. then we can use should in the report, but not shall or would:

□ 'Where shall I put this box?' → He asked where he should put the box.

When must is used in the original to say that it is necessary to do something, we can usually use either must or had to in the report, although had to is more natural in speech:

☐ 'You must be home by 9 o'clock.' → She said I must/had to be home by 9 o'clock.

However, when must is used in the original to conclude that something (has) happened or that something is true, then we use must, not had to, in the report:

☐ 'I keep forgetting things. I must be getting old.' → Neil said he must be getting old.

If mustn't is used in the original, we can use mustn't in the report but not didn't have to:

□ 'You mustn't tell my brother.' → He warned me that I mustn't tell his brother.

E

37.1	Report what was said using a sentence with a that-clause. Use an appropriate modal verb in the that-clause, and give alternative modal verbs where possible. (B)
	1 It's vital that you attend the meeting. → She said that I had to/ must attend the meeting.
	2 If you want to travel with us, that's fine. → She said that
	3 I'm not prepared to answer his questions → She said that
	4 Karl's likely to be back soon. → She said that
	6 I refuse to accept that John is dishonest. → She said that
	7 Maria is sure to be disappointed if you leave without seeing her. → She said that
37.2	Underline the more appropriate verb. If both are possible, underline them both. (D)
31.2	1 The doctor says that he <i>will! would</i> see you in twenty minutes.
	2 In her letter, Elizabeth revealed that she <i>mayl might</i> be getting married soon.
	3 Peter tells me that he <i>canl could</i> come for dinner with us tonight after all.
	4 Maggie promised that she <i>will! would</i> be at home by 9.00, so I phoned her shortly after that.
	5 The mechanic admitted that he <i>can'tl couldn't</i> repair the radiator and had to replace it instead.
	6 Sue reckons that she canl could save enough money to go on holiday to Canada.
	7 Mario explained that he will would be living in Austria for the next six months.
37.3	Complete the sentences to report what was said using a that-, wh- or if-clause. (E-F)
	1 'I'm sure that we shall be there soon.' → He reassured us that we would be there soon.
	2 'You mustn't forget your credit card.' → He reminded
	3 'I shall miss the bus if I don't hurry.' → He worried
	4 'Who shall I send the letter to?' → He wondered
	5 'It must be cold outside. There's frost on the window.' → He thought
	6 'You must come home at once.' → He said
	7 'Shall I open a window?' → He asked
	8 'I must have made a mistake in the calculations.' → He admitted
37.4	Complete the sentences to report what was said using a that-clause with a modal verb. (A & D)
	1 'If all goes to plan, I'll study medicine.' → He hoped that he would study medicine but
	instead he became a vet.
	2 'I won't be late.' → She promised and she kept her word.
	3 'Perhaps we can go to Paris for the weekend.' → He suggested
	4 'I can get you there in good time.' → She guaranteed
	believe her.
	5 'I'll pay for the meal.' → He insisted and I accepted, of course.
	Look again at the sentences you have written. Which of them have an alternative with a
	to-infinitive clause (without a modal verb)? (36B)
	1 He hoped to study medicine.

Reporting what people say using nouns and adjectives

Reporting using nouns

A

We sometimes report people's words and thoughts using a **noun** in the reporting clause followed by a reported clause beginning with *that*, a *to*-infinitive-, or *wh*-word. Most of these nouns are related to reporting verbs (acknowledgement – acknowledge, statement – state, etc.). Notice that when we report using **nouns** and **adjectives** (see C) the exact words that were said are not necessarily reported. Instead we might report what was said in our own words, or report that something was said without reporting *what* was said.

- ☆ Nouns followed by a that-clause include acknowledgement, advice, allegation, announcement, answer, argument, claim, comment, conclusion, decision, explanation, forecast, guarantee, indication, observation, promise, recommendation, reply, speculation, statement, suggestion, threat, warning:
 - ☐ The claim is often made that smoking causes heart disease.
 - ☐ The jury came to the conclusion that the woman was guilty.

Notice that we don't usually leave out that in sentences like this (see Unit 33).

- ☆ Nouns followed by a to-infinitive clause include decision, encouragement, instruction, invitation, order, promise, recommendation, refusal, threat, warning:
 - ☐ I accepted Louisa's invitation to visit her in Rome.
 - ☐ He was delighted with his portrait and gave me every **encouragement** to take up painting again.

Notice that some of these nouns can also be followed by a that-clause:

- ☐ They carried out their threat to dismiss workers on strike. (or ...their threat that they would dismiss workers on strike.)
- ☆ Nouns followed by a wh-clause include explanation, discussion, issue, problem, question. We usually use of after these nouns in reporting:
 - ☐ John raised the question of when the money would be collected.
 - \Box Our previous meeting looked at the issue of how to increase income.

В

After many of the nouns listed in A we can use as to + wh-clause or as to + wh-word + to-infinitive to introduce the subject of a question or topic discussed or thought about (see also Unit 34F). Notice that an alternative preposition can usually be used instead of as to:

- ☐ She asked my advice as to what subject she should study at university. (or ...advice on...)
- ☐ There was some discussion as to whether the price included tax or not. (or ...discussion of...)
- ☐ Before we left we gave them strict instructions as to how to cook it. (or about how to...)

Reporting using adjectives

C

A number of adjectives can be used to report a speaker's feelings or opinion about a situation. Some are followed by a *that*-clause. These include adamant, agreed, angry, annoyed, certain, grateful, insistent, sure:

☐ The builders are certain that they'll be finished by the end of the week.

Adjectives expressing uncertainty are usually followed by a wh-clause. These include doubtful (usually + whether), uncertain, not certain, unsure, not sure:

☐ Scientists aren't sure where the remains of the spacecraft will come to land.

Some are usually followed by a preposition (followed by a noun phrase). Here are some examples together with the most common preposition(s) following them: apologetic, complimentary, insulting, tactful (+ about something); critical, dismissive, scornful (+ of somebody/something); abusive, sympathetic (+ to/towards somebody):

- □ Today's newspapers are very critical of the President's decision to appoint Mr Walters.
- ☐ When I asked him what he thought of my new suit, he was quite insulting about it.

Complete the sentences with one of these nouns and then expand the notes in brackets. Use a that-, to-infinitive or wh-clause. Suggest alternatives where you can, as in 1. (A) encouragement explanation announcement decision invitation question warning issue observation promise 1 The turning point in his life came when he took the decision to become an actor./ ...that he would become an actor. (become - actor) 2 He failed to address the... (who - pay - repairs - building) 3 I was delighted to get an... (spend Christmas - them - Scotland) 4 I think it was Aristotle who made the... (no such thing - bad publicity) 5 Amazingly the police accepted Rudi's... (taken - wallet - mistake) 6 On the TV programme they debated the... (assisted suicide - criminal offence) (pay - bill by - end of - week) 7 The letter from the company gave a final... 8 The government has broken its... (reduce - rate - income tax) 9 The positive reaction to my work gave me considerable... (take up photography - career) 10 Waiting passengers were angry when they heard the... (flight - cancelled) Report what was said by completing the sentences. Use one of the following nouns + as to and 38.2 then a wh-word. (B) advice argument explanation indication speculation suggestions 1 I was given lots of advice as to what clothes to take with me to Malaysia. 2 Smith's latest injury has prompted ______long he can carry on playing tennis. 3 We were all very happy when the company won the award, but there has been a great deal of should get the prize money. 4 A number of very good have been put forward the King's 50th birthday should be celebrated in the village. 6 We were told to deliver the wardrobe to the house, but there was no exactly to put it. Complete the sentences with one of the following adjectives and then either that, a wh-word, or 38.3 a preposition. (C) abusive adamant agreed apologetic not certain angry complimentary dismissive doubtful unsure 1 The climbers were doubtful whether the clothes would be warm enough at high altitudes. software. 3 The company is _____ the child car seats are safe. 4 Sue tried to pick up the rabbit, but was to hold it. 5 She was very the window had been broken. 6 Rachel is normally very reliable and was extremely ______ turning up late. 8 The court heard that Hughes became _______ a police officer and was arrested. 10 All the players are _____ the game should go on despite the snow.

Should in that-clauses; the present subjunctive We can sometimes report advice, orders, requests, suggestions, etc. about things that need to be done or are desirable using a that-clause with should + bare infinitive: ☐ They have proposed that Jim should move to their London office. □ We advised that the company should not raise its prices. After should we often use be + past participle (passive) or be + adjective: ☐ They directed that the building should be pulled down. □ We insist that the money should be available to all students in financial difficulties. В In formal contexts, particularly in written English, we can often leave out should and use only the base form of the verb (that is, the form you would look up in a dictionary). This form is the present subjunctive (see Unit 85A for the past subjunctive) and is used when we talk about bringing about the situation expressed in the that-clause. Note that although they are called 'present' and 'past' subjunctive, they do not refer to present and past time: ☐ They have proposed that Jim move to their London office. ☐ They directed that the building be pulled down. To make a negative form, we use **not** (not 'do not') before the verb: □ We advised that the company not raise its prices. In less formal contexts we can use ordinary forms of the verb instead of the subjunctive. Compare: □ I suggested that he should give up golf. (negative: ...that he shouldn't give up...) □ I suggested that he give up golf. (more formal) (negative: ...that he not give up...) □ I suggested that he gives up golf. (less formal) (negative: ...that he doesn't give up...) Other verbs that can be used in a reporting clause before a that-clause with either should or the subjunctive include advise, ask, beg, command, demand, direct, insist, instruct, intend, order, prefer, propose, recommend, request, require, stipulate, suggest, urge, warn. Notice that we can also use that-clauses with should after reporting clauses with nouns related to these verbs: ☐ The police issued an order that all weapons (should) be handed in immediately. ☐ The weather forecast gave a warning that people (should) prepare for heavy snow. D We can also use should or sometimes the subjunctive in a that-clause after it + be + adjective such as advisable, appalling, (in)appropriate, (in)conceivable, crucial, essential, imperative, important, obligatory, (un)necessary, urgent, vital: ☐ It is inappropriate that he (should) receive the award again. (or ...that he receives...) We can use should in a that-clause when we talk about our own reaction to something we are reporting, particularly after be + adjective (e.g. amazed, amused, anxious, astounded, concerned, disappointed, shocked, surprised, upset). Compare: ☐ I am concerned that she should think I stole the money and □ I am concerned that she thinks I stole the money. (not ...that she think I stole...) Notice that when we leave out should in sentences like this we use an ordinary tense, not a subjunctive. There is usually very little difference in meaning between sentences like this with and without should. We leave out should in less formal contexts. We can use should in a that-clause to talk about both a situation that exists now: ☐ It's not surprising that they should be seen together – they're brothers. or one that may exist in the future: □ We believe it is important that she should take the exam next year.

If we are talking about an intention or plan, we can often use a *subjunctive* rather than **should**:

\[
\subseteq \text{I've arranged that she **come** to the first part of the meeting. (or ...that she **should come**...)

...that she comes.../ ...for her to come...)

 Mr Leeson said: "I think it's important to expand our business in South America. Mr Leeson felt that business in South America should be expanded. Mr Leeson said: "Philip Whittaker would make an excellent export manager. Let's him." Mr Leeson urged Mrs Appleby said: "It would be valuable for us to send a sales representative to South America should be completed by August Mrs Appleby recommended Mrs Appleby said: "The Delaware Bridge project ought to be completed by August Mrs Appleby reported The Chairman said: "It is vital to keep to our work schedules." The Chairman instructed Ms Wells said: "Perhaps we could involve trade union representatives in major de Ms Wells suggested Ms Wells said: "Our head office must remain in London." Ms Wells declared Mr Clarke said: "It's okay for us to sponsor the European chess league for the next years." Mr Clarke agreed Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded. No. Expand the notes to report these suggestions, requests, advice, etc. Add one of the sentences. 	39.1	Here are some of the things that were said at a recent board meeting of the Spanit Engineering Company. Report them using a that-clause with should (either should + bare infinitive or should + be + past participle). (A-C)
2 Mr Leeson said: "Philip Whittaker would make an excellent export manager. Lethim." Mr Leeson urged 3 Mrs Appleby said: "It would be valuable for us to send a sales representative to S Mrs Appleby recommended 4 Mrs Appleby said: "The Delaware Bridge project ought to be completed by Augus Mrs Appleby reported 5 The Chairman said: "It is vital to keep to our work schedules." The Chairman instructed 6 The Chairman said: "I'd like all monthly reports sent to me directly." The Chairm instructed 7 Ms Wells said: "Perhaps we could involve trade union representatives in major de Ms Wells suggested 8 Ms Wells said: "Our head office must remain in London." Ms Wells declared 9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the next years." Mr Clarke agreed 10 Mr Clarke and: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced		1 Mr Leeson said: "I think it's important to expand our business in South America."
3 Mrs Appleby said: "It would be valuable for us to send a sales representative to S. Mrs Appleby recommended. 4 Mrs Appleby said: "The Delaware Bridge project ought to be completed by Augus Mrs Appleby reported		2 Mr Leeson said: "Philip Whittaker would make an excellent export manager. Let's promote
4 Mrs Appleby said: "The Delaware Bridge project ought to be completed by Augus Mrs Appleby reported		3 Mrs Appleby said: "It would be valuable for us to send a sales representative to South Africa."
5 The Chairman said: "It is vital to keep to our work schedules." The Chairman ins 6 The Chairman said: "I'd like all monthly reports sent to me directly." The Chairminstructed 7 Ms Wells said: "Perhaps we could involve trade union representatives in major de Ms Wells suggested 8 Ms Wells said: "Our head office must remain in London." Ms Wells declared 9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the next years." Mr Clarke agreed 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 10.2 Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded		4 Mrs Appleby said: "The Delaware Bridge project ought to be completed by August next year."
instructed 7 Ms Wells said: "Perhaps we could involve trade union representatives in major de Ms Wells suggested 8 Ms Wells said: "Our head office must remain in London." Ms Wells declared 9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the new years." Mr Clarke agreed 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 10 Mr Clarke announced 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 10 Mr Clarke announced 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America be expanded. No 10 Mr Leeson felt that business in South America business i		5 The Chairman said: "It is vital to keep to our work schedules." The Chairman insisted
7 Ms Wells said: "Perhaps we could involve trade union representatives in major de Ms Wells suggested 8 Ms Wells said: "Our head office must remain in London." Ms Wells declared 9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the new years." Mr Clarke agreed 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 19.2 Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded. No. 19.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the adjectives where is written. In most cases, more than one word is possible, but us once only. Use a that-clause with should in your report. (D & E) amused appalling astounded imperative inconceivable shocked upset urgent 1 It is/ she/ marry Simon. It is inconceivable that she should marry Simon. 2 I am/ Paul/ behave so badly. 3 I am/ anyone/ vote for him. 4 It is/ he/ return home immediately. 5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		6 The Chairman said: "I'd like all monthly reports sent to me directly." The Chairman
9 Mr Clarke said: "Our head office must remain in London." Ms Wells declared 9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the new years." Mr Clarke agreed 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 10. Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded. No 19.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the adjectives where is written. In most cases, more than one word is possible, but us once only. Use a that-clause with should in your report. (D & E) amused appalling astounded imperative inconceivable shocked upset urgent 1 It is/ she/ marry Simon. 1 It is/ she/ marry Simon. 2 I am/ Paul/ behave so badly. 3 I am/ anyone/ vote for him. 4 It is/ he/ return home immediately. 5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		7 Ms Wells said: "Perhaps we could involve trade union representatives in major decisions."
9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the ner years." Mr Clarke agreed 10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced 19.2 Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded. No. 19.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the adjectives where is written. In most cases, more than one word is possible, but us once only. Use a that-clause with should in your report. (D & E) amused appalling astounded imperative inconceivable shocked upset urgent 1 It is/ she/ marry Simon. 1 It is inconceivable that she should marry Simon. 2 I am/ Paul/ behave so badly. 3 I am/ Paul/ behave so badly. 5 I am/ he/ return home immediately. 5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		8 Ms Wells said: "Our head office must remain in London." Ms Wells declared
10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US do Mr Clarke announced." 19.2 Look again at the sentences you have written in 39.1. In which ones is it possible to should and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn 1 Mr Leeson felt that business in South America be expanded. No. 19.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the adjectives where is written. In most cases, more than one word is possible, but us once only. Use a that-clause with should in your report. (D & E) amused appalling astounded imperative inconceivable shocked upset urgent 1 It is/ she/ marry Simon. It is inconceivable that she should marry Simon. 2 I am/ Paul/ behave so badly. 3 I am/ anyone/ vote for him. 4 It is/ he/ return home immediately. 5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the next three
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1 It is/ she/ marry Simon. 1 It is inconceivable that she should marry Simon. 2 I am/ Paul/ behave so badly. 3 I am/ anyone/ vote for him. 4 It is/ he/ return home immediately. 5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.	19.3	amused appalling astounded imperative
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5 I am/ he/ take his appearance so seriously. 6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		3 I am/ anyone/ vote for him.
6 I am/ they/ think I had cheated them. 7 It is/ they/ allowed to go free.		4 It is/ he/ return home immediately.
7 It is/ they/ allowed to go free.		5 I am/ he/ take his appearance so seriously.
		6 I am/ they/ think I had cheated them.
8 It is/ we/ act now to avoid war.		7 It is/ they/ allowed to go free.
		8 It is/ we/ act now to avoid war.

Agreement between subject and verb (1)

40	Agreement octween subject and vero (1)
A	If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed by a plural verb; that is, the verb <i>agrees with</i> the subject. Compare: She <i>lives</i> in China. <i>and</i> More people <i>live</i> in Asia than in any other continent.
	When the subject of the sentence is complex the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled. Notice how the verb, in italics, agrees with the main noun: Many leading members of the opposition party have criticised the delay. The only excuse that he gave for his actions was that he was tired.
	The verb must agree with the subject when the subject follows the verb (see Units 99 & 100): Among the people invited was the mayor. (compare The mayor was among) Displayed on the board were the exam results. (compare The exam results were displayed)
В	If the subject is a clause, we usually use a singular verb: □ To keep these young people in prison is inhuman. □ Having overall responsibility for the course means that I have a lot of meetings. □ Whoever took them remains a mystery. □ That Rangers won both matches was a great achievement.
	However, if we use a <i>what</i> -clause as subject (see Unit 98B), we use a singular verb if the following main noun is singular, and either a singular or a plural verb if the following main noun is plural (although a plural verb is preferred in more formal contexts):
C	Some nouns with a singular form, referring to groups of some kind, can be used with either a singular or plural form of the verb: The council has (or have) postponed a decision on the new road.
	We use a singular verb if the focus is on the institution or organisation as a whole unit, and a plural verb if the focus is on a collection of individuals. Often you can use either with very little difference in meaning, although in formal contexts (such as academic writing) it is more common to use a singular verb. Other words like this, sometimes called <i>collective nouns</i> , include army, association, audience, class, club, college, committee, community, company, crew, crowd, department, electorate, enemy, family, generation, government, group, jury, opposition, orchestra, population, press, public, school, team, university, and the names of specific organisations such as the Bank of England, the BBC, IBM, Sony, the United Nations.
	In some contexts a plural form of the verb is needed. We would say: □ The committee usually raise their hands to vote 'Yes'. (not The committee usually raises its hands)
	as this is something that the individuals do, not the committee as a whole. In others, a singular form is preferred. We would say: The school is to close next year. (not The school are to close) as we are talking about something which happens to the school as a building or institution, not to the individuals in the school.
D	When names and titles ending in -s refer to a single unit we use a singular verb. Examples include countries; newspapers; titles of books, films, etc.; and quoted plural words or phrases: At this time of the year the Netherlands is one hour ahead of the UK. The Los Angeles Times lists Derek Jones as the fifth richest man in the world. The Machine Gunners was one of Robert Westall's most successful books. 'Daps' is the word used in the south west of the country for sports shoes.

Grammar review → H1-H3

10.1	Complete the sentences with a singular or plural form of the verb in brackets. Use present tense forms. (A & B)
	1 Keeping large animals as pets in a small house cruel. (be)
	2 An investigation of the circumstances surrounding her death that she was murdered. (suggest)
	3 What amazes me his ability to hit the ball so hard. (be)
	4 The main reasons for his lack of progress to be his poor motivation and inability to concentrate. (appear)
	5 The cost of housing in the southern parts of the country risen dramatically in the last year. (have)
	6 That he was the best of the many talented golfers of his generation indisputable. (seem)
	7 The village's first new houses for 20 years to be built next to Grove Farm. (be)
	8 Among the many valuable paintings in the gallery a self-portrait by Picasso. (be)
	9 What I particularly enjoy about the film the scenes in Australia. (be)
10.2	Complete the sentences with one of the following nouns and an appropriate form of the verb in brackets. If a singular and plural verb form are possible, give both. (C) audience class crew jury orchestra press team the United Nations university
	1 The team play/plays its first match of the season at its home ground. (play)
	2 If the to host the conference, I just don't know where we will be able to hold it. (refuse)
	3 The world-wide television for tomorrow's cup final expected to be 200 million. (be)
	4 The classical concerts throughout the year. (perform)
	5 The Waterman's Junior Book Prize three adults and three
	children. (include)
	6 The all passed the end-of-year exam. (have)
	7 The
	at all. (present)
	8 ordered an investigation of the capture of members of its
	peace-keeping force in eastern Africa. (have)
10.2	Correct any mistakes in these sentences or write (if they are already correct (A.D.)
10.3	Correct any mistakes in these sentences or write ✓ if they are already correct. (A–D) 1 The United States come top of the list of countries ranked by economic performance.
	2 The people I know who have seen the film say that it's really good.
	3 A report in the Sunday Times detail the crimes of a 14-year-old boy in Southcastle.
	4 Northern Lights are one of Suzanne's favourite books.
	5 The stairs leading to the first floor were steep and poorly lit.
	6 Chequers is the country house of the British Prime Minister.
	7 Whoever made all the mess in the kitchen have to clear it up.
	8 The phrase 'men in white coats' are used to talk about psychiatrists.
	9 The public needs to be kept informed about progress in the peace talks.
	10. Musical chairs are a party game where everyone dashes for a seat when the music stone

Agreement between subject and verb (2)

	Agreement octween s	doject and vero (2)
A	With any of, each of, either of, neither of, or none of and a plural noun/pronoun we can use a <i>singular</i> or <i>plural</i> verb. However, we are more likely to use a singular verb in careful written English.	 □ I don't think any of them knows (or know) where the money is hidden. □ Neither of the French athletes has (or have) won this year.
	With a/the majority of, a number of, a lot of, plenty of, all (of), or some (of) and a plural noun/pronoun we use a plural verb. But if we say the number of, we use a singular verb.	 □ A number of refugees <i>have</i> been turned back at the border. □ The number of books in the library <i>has</i> risen to over five million.
	After one of and a plural noun/pronoun we use a <i>singular</i> verb. However, after one of + plural noun/pronoun + who we can often use either a singular or plural verb, although a plural verb is more grammatical.	 □ One of the reasons I took the job was that I could work from home. □ He's one of those teachers who insist/insists on pupils sitting silently in class.
	With any of, none of, the majority of, a lot of, plenty of, all (of), some (of) and an uncountable noun we use a <i>singular</i> verb.	 □ All the furniture was destroyed in the fire. □ None of the equipment appears to be damaged.
	With every or each and a singular noun or co-ordinated noun (x and y) we use a singular verb. (For each of, see above.)	 □ Every room looks over the harbour. □ Every boy and girl takes part in the activity □ Each child has drawn a picture. but □ The children have each drawn a picture.
	With everyone, everybody, everything (and similar words beginning any-, some- and no-) we use a <i>singular</i> verb.	□ Practically everyone <i>thinks</i> that Phil should be given the job.
В	When a subject has two or more items joined b □ Jean and David are moving back to Aust	
	However, phrases connected by and can also be as making up a single item: Meat pie and peas is Tom's favourite at t The lorry, its cargo and passengers weigh	followed by singular verbs if we think of them the moment. (orare)
C	☐ The President or his representatives are to If the last item is singular and previous item plus	r (although a plural verb is sometimes used in tem is plural: I place to meet. (orare in informal English o attend the meeting.
D	In there + be/have (see Unit 95) we use a singular nouns and a plural form with plural nouns. Ho shortened singular form of be or have (= There \(\to \) Over the last few years there have been not the last of good films on lately.	wever, in informal speech we often use a 's') with plural nouns: nany improvements in car safety.
	We often do the same with how/here/where + b	e/have:

☐ How's your mum and dad these days? (or How are...?)

(i)	his early paintings my childred br Jones's acquaintances the food	en (ii)	know	remain	remember	taste
	I'd be surprised if any of my children It's unlikely that any of work he produced during the 1930s.					ost of the
c	I don't think any ofrather disappointing.		particula	rly good. In	fact, the resta	urant is
d	An investigation is underway to discove he is.	er wheth	er any of			where
(i)	other museums vegetarians victims medicines	(ii)	charge	exceed	expect	relieve
b	Mainly because of the recent health scanned to rise dramatically in the You can still go into the National Must the capital people for en Anumber of the symptom It is estimated that the number of thousand, and further deaths are anticome.	he next fi eum for t try. ms of inf	ve years. free, althou	ough a numb	er ofcure it.	
(i)	player the cars the pieces these factors	(ii)	influen	ce last	test try	,
b	The whole concert includes 20 short it about 5 min. There are four major influences on exceptor imported goods, and productivity. The exchang the aim of the game is quite simple. Experience to the concert includes 20 short it about 5 min.	nutes. hange ra Here we e rate.	tes: price investiga	levels, tariffe te how each	s, preference of	any
	properties on the board as possible. Each of for					,
	plete the sentences with present simple plural form are possible, give them both		f the vert	in brackets	. If both a sir	ngular
C	lenty of European football clubs City, but the Rowham manager has said to be went)					
fa	The majority of those questionedmiled, although neither the Prime Minister these policies will change. (think! has	r nor the				
h	It's the first time that either of us ere been very welcoming a	nd helpf	ul." (hav	el have)	-	met
***	rofessor Smith and Dr Petersa danger to local people fis	ning near	the islan	d. (claim/ co	enstitute)	
	Oh, good, sausages and chipsgone, but there					

42	Agreement between	subject and verb (3)
A	with either a singular or a plural verb. The notand the noun staff usually does: The company's earnings have increased Police believe that Thomas is in Brazil,	verheads, particulars (= information), premises ags, thanks. The noun whereabouts can be used ouns police and people always take a plural verb,
В	they have a singular verb: □ The news from the Middle East seems	od' or 'money'); some academic disciplines, e.g.
	athletics, gymnastics; and some diseases, e.g.	
	academic subject	general use
	□ Politics is popular at this university.	☐ Her politics <i>are</i> bordering on the fascist. (= political belief)
	☐ Statistics was always my worst subject.	☐ Statistics <i>are</i> able to prove anything you want them to. (= numerical information)
	☐ Economics has only recently been recognised as a scientific study.	☐ The economics behind their policies <i>are</i> unreasonable. (= the financial system)
С		by used with a singular verb. However, in formal by is preferred. Notice that other similar plurals forms criterion and phenomenon) are always ection. (orare available) and
D	☐ Only three metres separates the runnersseparate) ☐ The fifty pounds he gave me was soon and a singular verb must be used when the colong time): ☐ Three hours seems a long time to take	spent. (rather thanwere) mplement is a singular noun phrase (e.g. a on the homework. (not Three hours seem)
	After per cent (also percent or %) (of) we use singular or uncountable noun and a plural ver An inflation rate of only 2 per cent make I would say that about 50 per cent of t	es a big difference to exports. and

□ Some 80 per cent of the electorate is expected to vote. (or ...are expected...)

collection of individuals, we can use either a singular or plural verb:

However, where we use a singular noun that can be thought of as either a whole unit or a

- 42.1 Make any necessary corrections to the underlined verbs. (A-D)
 - 1 Dr Jones's whereabouts has been kept a closely guarded secret by his family.
 - 2 Bill Clinton's politics was inspired by John Kennedy.
 - 3 Phenomena such as sun spots have puzzled scientists for centuries.
 - 4 Some 30 per cent of the milk drunk in the country are imported.
 - 5 When the soldiers got lost in the jungle, their only means of survival were to eat berries.
 - 6 Over the last decade the company's overheads has increased dramatically.
 - 7 The research data was collected during the period 12th-29th July 2002.
 - 8 You don't need much sugar for this pudding; ten grams are enough.
 - 9 Modern linguistics is often said to have begun at the start of the 20th century.
 - 10 Congratulations goes to Richard Branch for his excellent exam results.
 - 11 The coastal surroundings of the village is particularly attractive.
 - 12 Nowadays politics seem to be more about saving money than changing society for the better.
 - 13 He feels that the media have criticised him unfairly.
 - 14 I know people often have to wait for hospital treatment, but two years <u>seems</u> ridiculously long.
 - 15 Measles have killed a large number of children in the Nagola region.
 - 16 Further particulars about the house are available from the owner.
 - 17 Around 90 per cent of the concert audience was over 60 years old.
 - 18 Ten kilometers are a long way to run if you're not fit.
 - 19 If athletics are neglected in schools, this will have a big impact on future national teams.
 - 20 People says the house is haunted.
 - 21 Recent statistics provide firm evidence of a rapid increase in living standards in Asia.
 - 22 About 60 per cent of the people questioned wants cars to be banned from the town centre.

2.2	Complete these extracts from newspaper articles with a singular or plural form of the verbs in brackets. If both singular and plural forms are possible, give them both. (A–D; also Unit 40)
	1 The outskirts of our cities
	2 On average, 25 litres of water
	3 It has been found that some 30 per cent of the office space in London
	4 Three centimetres
	5 The research group now
	6 Following last week's major art theft from the Arcon Art Gallery, the premises
	7 A survey of the opinions of British students
	8 Sufferers from diabetes

Compound nouns and noun phrases

A	In a compound consisting of noun + noun , often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:
	However, there are a number of exceptions. These include — when the first noun only has a plural form: a savings account a customs officer a clothes shop (compare a shoe shop) the arms trade (arms = weapons) a glasses case (glasses = spectacles. Compare 'a glass case' = a case made of glass) an arts festival (arts = music, drama, film, dance, painting, etc. Compare 'an art festival'; art = painting, drawing and sculpture) when we refer to an institution (an industry, department, etc.), such as the building materials industry the publications department which deals with more than one kind of item or activity (different types of building material, different forms of publication). Notice that to make a compound noun plural we usually make the second noun plural:
	□ coal mine(s) office-worker(s) tea leaf/tea leaves
В	Sometimes a noun + noun is not appropriate and instead we use noun + -'s + noun (possessive form) or noun + preposition + noun. In general, we prefer noun + -'s + noun - * when the first noun is the user (a person or animal) of the item in the second noun: a baby's bedroom a lion's den a women's clinic a girls' school birds' nests when the item in the second noun is produced by the thing (often an animal) in the first: goat's cheese duck's eggs cow's milk (Note, however, lamb chops and chicken drumsticks (= the lower part of a chicken's leg)) when we talk about parts of people or animals; but we usually use noun + noun to talk about parts of things. Compare: a woman's face a boy's arm but a pen top a computer keyboard
	We prefer noun + preposition + noun − ☆ when we talk about some kind of container together with its contents. Compare: □ a cup of tea (= a cup with tea in it) and a tea cup (= a cup for drinking tea from) ☆ when the combination of nouns does not refer to a well-known class of items. Compare: □ income tax (a recognised class of tax) and a tax on children's clothes (rather than 'a children's clothes tax') ☆ in the phrases bird of prey rule of thumb Chief of Staff commander-in-chief sister-in-law Notice that we usually make a plural form of these phrases by making the first noun plural (e.g. birds of prey). However, we can say either sisters-in-law or sister-in-laws (and brothers-in-law or brother-in-laws, etc.).
C	Some compound nouns are made up of verbs and prepositions or adverbs, and may be related to a two- or three-word verb (see Unit 94). Compare: Mansen broke out of the prison by dressing as a woman. (= escaped) and There was a major break-out from the prison last night. (= prisoners escaped) Countable compound nouns like this have a plural form ending in -s: read-out(s) push-up(s) intake(s) outcome(s) However, there are exceptions. For example:
D	□ looker(s)-on (or onlooker(s)) runner(s)-up passer(s)-by hanger(s)-on We can form other kinds of hyphenated phrases that are placed before nouns to say more
	precisely what the noun refers to:
86	Grammar review → compound nouns H4–H6; possessive forms H7–H12

- 43.1 Study the italicised text and make corrections where necessary. (A & B)
 - 1 Tom worked for a long time in (a) the parks department, but a few years ago he retrained, and now he's (b) a computers programmer. Of course, what he really wants to be is (c) a films star!
 - 2 I was waiting at (a) *the bus stop* this morning when a cyclist on her way to the (b) *girl school* up the road got knocked off her bike. Someone got out of a car without looking and (c) *the car's door* hit her. She was very lucky not to be badly hurt, although she did have (d) *a head cut*.
 - 3 I shouldn't be long at (a) the corner shop. I've just got three things on my (b) shopping list (c) a milk bottle, (d) a biscuit packet, and (e) some teethpaste. I'll also look for (f) some goat's cheese, but I don't think they'll have any.
 - 4 The tracks on his latest CD range from (a) love songs to (b) pollution songs.
 - 5 Mary hated going into her grandfather's old (a) tools shed. It was full of (b) spider webs.
 - 6 When Sue was cleaning her (a) armschair, she found a lot of things that had slipped down the back. There was an old (b) pen top, a piece from (c) the 500-pieces jigsaw puzzle that her daughter had been doing, and her (d) glass case with her sunglasses inside.
- 43.2 First underline the two-word verbs in sentences 1–5, then complete sentences 6–10 with appropriate compound nouns related to these two-word verbs. (C)
 - 1 Dennis tried to cover up the fact that he had gambled and lost most of his money.
 - 2 It is reported that cholera has broken out in the refugee camp.
 - 3 I'm flying to Sydney, but I'm stopping over in Singapore for a few days on the way.
 - 4 On the first Friday of each month, a few of us get together and play ten-pin bowling.
 - 5 We set out from the camp early in the morning, hoping to reach the summit by midday.
 - 6 The minister was taken ill in Iceland during a short on his way back to Canada.

 - 8 Allegations of a of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.
 - 9 Only two years ago there was a serious _____ of malaria in the town.
 - 10 Even at the of the expedition, they knew they had little chance of crossing the desert.
- 43.3 Complete the phrases in (i) with a word from (ii) and then use them in the sentences below. To help you, the meaning of the phrase is given in brackets. (D)

i)	-day-to-	down-to-	larger-than-
	man/woman-in-the-	once-in-a-	step-by-
	middle-of-the-	round-the-	

(ii)	clock	-day	earth
	life	lifetime	road
	step	street	

- 1 Although the Managing Director of Transcom was involved in major decisions, she left the day-to-day running of the company to her staff. (routine)
- 2 The Party will never regain power unless it can persuade voters that it has rid itself of corruption. (not politically extreme)
- 3 Since the attempt to assassinate him last year, the Defence Minister has been given protection by the police. (all day and all night)
- 4 The bookcase came with simple, instructions on how to assemble it. (progressing from one stage to the next)

- 7 The isn't interested in the finer points of the government's tax policy. They just want to know if they are going to take home more or less pay. (ordinary person)

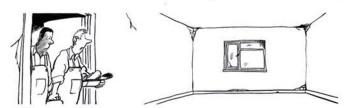
Unit 44 A/an and one

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44.1 Write a or an in the spaces. (A)

1	unpaid bill	8 U-turn
2	DIY shop	9 heirloom
3	MA in Russian	10 NASA space launch
4	Euro	11 UN decision
5	MiG fighter plane	12 SOS message
6	Olympic medal	13 F grade
7	AGM	14 hero

- 44.2 Change a/an or one in these sentences if necessary, or write ✓. In which sentences are both a/an and one possible? (B & C)
 - 1 I usually go to the gym four times one week.
 - 2 There's more than one way to solve the problem.
 - 3 I phoned the council to complain, but just got passed on from a person to another.
 - 4 The rate of pay is really good here. You can earn over £20 one hour.
 - 5 Maybe we could go skiing one winter.
 - 6 The apples are 50 cents one kilo.
 - 7 Are you hungry? Would you like one piece of cake?
 - 8 The rules say that there is only one vote per member.
 - 9 You can get seven hours of recording on one disc.
 - 10 'What would Nick like for his birthday?' 'Why don't you ask Emma? She's one good friend of his and will have some ideas.'
 - 11 There's one pen on the floor. Is it yours?
 - 12 The library books are due back in one month.
 - 13 Do you want some of my chips? There are too many here for a person.
 - 14 I'm going to London for one day or two.
 - 15 Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
 - 16 It will take more than one morning to finish the decorating.



44.3 Which is more appropriate, a/an or one? If both a/an and one are possible, write them both.
(B & C)

1	If you waitsecond I'll get my coat and come too.
2	I want to see the riverlast time before I leave.
3	The Queen is visiting the city day in November.
4	It was announced that the plane would be approximately hour late.
5	I could hear the sound of helicopter in the distance.
6	I'd just like to say thing before I go.
7	Martha's baby is year old already.
8	Dinner should be ready in hour or so.
9	Paul came overevening last week.
10	I've painted wall already and I'll do the other tomorrow.
11	I'd like to make point here, Ken, if I may.

12 _____large number of people had gathered in the square.

A/an, the and zero article (1)

.0	rigani, the and zero article (1)
А	We usually use the when we talk about things which are unique - there is only one of them
	(or one set of them):
	the world the sky the atmosphere the sun the ground the climate the se the horizon the human race the environment the travel industry the arms trade
	We also refer to general geographical areas with the as in:
	☐ the beach the country the countryside the town the seaside the forest where 'the country' or 'the countryside' means 'the area where there are no towns'. We also talk about:
	talk about:
	Notice, however, that some nouns like this can be used with zero article (i.e. no article) to refer to a concept in general: □ Climate is one of the many factors involved in changing farming methods. (or The climate
	☐ The flowers grow best in sandy soil and sun. (= sunshine)
	☐ In autumn the temperature difference between land and sea reduces. (orthe land and the sea)
	If we want to describe a particular instance of these we can use a/an. Compare:
1000	☐ I could see the plane high up in the sky. and
	□ When I woke up there was a bright blue sky.
	 □ What are your plans for the future? and □ She dreamt of a future where she could spend more time painting.
	She dreamt of a future where she could spend more time painting.
В	We can use the when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of the and a/an in these sentences: The computer has revolutionised publishing. (this refers to computers in general) but not A computer has revolutionised publishing. (computers in general have done this, not an
100	individual computer)
	☐ The computer is an important research tool. and ☐ A computer is an important research tool. (this statement is true of both the general class and the individual item) As an alternative to the + singular countable noun we can use a plural countable noun to talk about a class of things:
	□ Computers are an important research tool.
	Notice that if the is used with plural and uncountable nouns we refer to a specific thing or group The computers have arrived. Where shall I put them?
	☐ The music was wonderful. I could have listened to the orchestra all night.
	When we define something or say what is typical of a particular class of people or things, we generally use a/an rather than the:
March 19	☐ A corkscrew is a gadget for getting corks out of bottles.
	☐ A garden is there to give you pleasure, not to be a constant worry.
С	Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about an instance or more than one instance of it. When these nouns are used countably we can use a/an (and plurals). Compare:
	☐ I don't drink coffee. and ☐ Would you like a coffee? (= a cup of coffee) ☐ She's got blonde hair. and ☐ There's a hair in my soup!
HERE !	☐ He shook with fear. and ☐ He has a fear of heights.
	There are many other nouns like this, including conversation, grammar, importance, iron, pleasure, shampoo, sound. (For more see GR:H2 & H3.) Some of these nouns (e.g. grammar, iron have different meanings when they are used countably and uncountably (see GR:H3).
90	Grammar review: articles → I1–I9; countable and uncountable nouns → H1–H3

5.1		noose one of the following words to complete these sentences. Use the same word in each pair. In the or a/an in an appropriate place. (A)
		beach future past world
	1	a I think the best Australian wine is as good as any in
	2	 a If we are elected, we will build our policies on the simple belief that our purpose is to create bright
	3	a As I get older, I seem to remember better than things that happened very recently.
	4	 b At the age of 98, Johnson has
		spending most of our time on
5.2	Ur	nderline the correct or more likely answer. If both answers are possible, underline them both. (B)
0.2		We get some strange requests in our shop. We had <i>the customer</i> a <i>customer</i> in the other day who wanted to buy chocolate-covered ants.
	2	It sometimes seems that the individual an individual can have little impact on the decisions
		that governments take.
		The invention of a carl the car is normally attributed to the German engineer Gottlieb Daimler.
	4	The television A television has changed the way we obtain information more than any other
	_	modern invention.
	5	The campaign against smoking in public places argues that its harmful effects are not confined to the smokerl a smoker.
5.3		se each of these nouns twice to complete the sentences. Where necessary, add a/an at an opropriate place in the sentence. (C)
		conversation grammar importance iron pleasure shampoo sound
	1	My sisters were clearly having serious conversation so I didn't like to disturb them.
		It now gives me great to introduce that marvellous ventriloquist, Marco Lutman.
	3	The Nile is of critical to the social and economic life of Egypt.
	4	As we walked through the jungle we heard we weren't expecting – the ring of a mobile phone.
	5	The failure to teach in schools has caused an overall decline in people's ability
	,	to write well.
		Most red meat is relatively high in
	8	travels at different speeds, depending on the temperature of the air.
		I got in my eye this morning in the shower and it's made it really sore.
		It's real to travel by rail in Sweden. The trains are clean and punctual.
		I have of English printed in 1890 on very thin paper.
		Because the central government has relocated there, the town of Paraga has taken on out of all proportion to its size.
	13	Although he's got he never seems to use it. His shirts are always creased.
	14	As she walked into the party, ceased and everyone in the crowded room stared
		at her.

A/an, the and zero article (2)

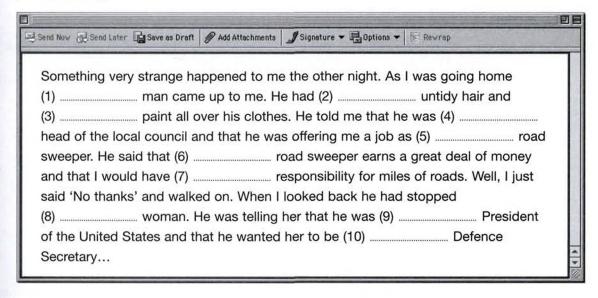
	ryan, the and zero article (2)
A	We use a/an to say what a person's job is, was, or will be: She was a company director when she retired. Against her parents' wishes, she wants to be a journalist. However, when we give a person's job title, or their unique position, we use the or zero article (i.e. no article), not a/an. Compare: She's been appointed (the) head of the company. and I'm a production manager at Fino. (= there may be more than one production manager) After the position of, the post of, or the role of we use zero article before a job title: Dr Simons has taken on the position of Head of Department.
В	We usually use zero article (i.e. no article) before the name of an individual person or place. However, we use the − ★ when there are two people with the same name and we want to specify which one we are talking about: □ That's not the Stephen Fraser I went to school with. but compare 'There was a Stephen Fraser in my class.' (= a person named Stephen Fraser) ★ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, the is stressed and pronounced /ði:/: □ Do they mean the Ronald Reagan, or someone else? ★ with an adjective to describe a person, or another noun which tells us their job: □ the late Buddy Holly □ the artist William Turner ★ when we talk about a family as a whole: □ The Robinsons are away this weekend.
C	Notice that a/an, or sometimes zero article, is used with a name when referring to the particular excellent qualities of the person named: □ Jane plays tennis well, but she'll never be (a) Steffi Graf. We also use a/an when we refer to an individual example of a product made by a particular manufacturer (e.g I've just bought a Mercedes) or a work by a particular artist (e.g. Do you think it could be a Van Gogh/a Rembrandt?). You can use a/an before a person's name if you don't know the person yourself. Compare: □ Dr Perch is here for you. (= I know Dr Perch) and □ There's a Dr Kenneth Perch on the phone. (= I haven't heard of him before) Do you want to talk to him?
D	In stories and jokes in conversation, this is commonly used instead of a/an to introduce a new person or thing. Using this highlights the person or thing as the topic of what is to come next: As I was walking along, this spider (= 'a spider') landed on my head, and This man (= 'a man') goes into a chemist and he says
E	We use the before a superlative adjective (the biggest, the most expensive, etc.) when the superlative adjective is followed by a noun or defining phrase: He is the finest young player around at the moment. However, we can often leave out the, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective. Compare: A: Why did you decide to stay in this hotel? B: It was (the) cheapest. and It was the cheapest I could find.

6.1	Pu	at a/an, the or zero article (-) in the spaces. Give all possible answers. (A-C)
	1	A special award was given to novelist Ian McMurphy.
		I've been offered the position of Director of Personnel.
		I've always wanted to meet Michael Owen.
		'What make is your computer?' 'It's Mac.'
		I'm marketing adviser at Unifleet.
	6	Let me introduce you to
	7	We met our good friend Jean Wools when we were in Plymouth.
	8	I found myself talking to
	9	Brian's manager of the local football team.
	10	I didn't even know Joan was interested in art until I heard that she owns
	11	When Jennie was young she knew Picasso.
		She was determined to be author.
	13	He has been appointed Minister for Industry.
		She recently became minister in the new government.
	15	We're going on holiday with Smiths.
	16	He's really keen on playing football. He likes to think of himself as
	17	Linda Green is outside. Do you want to see her?
6.2	lf	the underlined the can be left out of these sentences, put brackets around it. (E)
	1	It's the best ice-cream I've ever tasted.
	2	Jack's boat wasn't the most elegant in the harbour, but it was certainly the biggest.
	3	I thought the second competitor was the best, even though he didn't win a prize.
	4	This is by far the most valuable painting in the collection.
	5	'Why did you ask Jim to go first?' 'Because he's the oldest.'
	6	Sapphires occur in a variety of colours, but blue ones are the most valuable.

8 It's supposed to be the oldest post office in the country.

7 The Pacific is the biggest ocean in the world.

46.3 Complete the text with a/an, the, zero article or this. Give alternatives where possible. (Units 45 & 46)



Unit 47 A/an, the and zero article (3)

A	With plural and uncountable nouns, zero article (i.e. no article) is used to talk generally, without definite people or things in mind. The is used when we assume the listener or reader will understand who or what we are referring to, or when other words in the noun phrase mak the reference specific. Compare: The government has promised not to tax books. (= books generally) and The books have arrived. (= the books you ordered) Music played an important part in his life. (= music generally) and I thought the music used in the film was the best part. (= this particular music)
В	We often use zero article with the names of holidays, special times of the year, months, and day of the week including Easter, Ramadan, New Year's Day. But compare: I'll see you on Saturday. (= next Saturday) We met on Saturday. (= last Saturday) They arrived on a Saturday as far as I can remember. (we are only interested in the day of the week, not which particular Saturday) They arrived on the Saturday after my birthday. (a particular Saturday, specifying which one)
	With winter, summer, spring, autumn, and New Year (meaning the holiday period), we can use either zero article or the: □ In (the) summer I try to spend as much time as I can in the garden. We use the when it is understood or we go on to specify which summer, spring, etc. we mean: □ I'd like to go skiing in the autumn. (= this year) □ I first went skiing in the spring of 1992 We say 'in the New Year' to mean near the beginning of next year: □ I'll see you again in the New Year.
	When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use It/That was + a/an + noun + modifying phrase. Compare: □ That was a winter I'll never forget. (= compared to other winters it was unforgettable) and □ That was the winter we went to Norway. (= a statement about a particular winter)
C	We use zero article with times of the day and night such as midnight, midday, and noon: □ If possible, I'd like it finished by midday. □ Midnight couldn't come quickly enough. But notice that we can say either the dawn or dawn: □ He got back into bed and waited for (the) dawn.
	We use the + morning/afternoon/evening for a day which is understood or already specified: □ I enjoyed the morning, but in the afternoon the course was boring. But compare: □ Morning is the time I work best. (= mornings in general; The morning is also possible) □ I'll be there by (the) morning/evening. (butby the afternoon, notby afternoon) □ I waited all morning. (more usual than all the morning/afternoon, etc.) □ 'You look upset.' 'Yes, I've had a terrible morning.' (= compared to other mornings)
D	We use by + zero article to talk about means of transport and communication, including go/travel by car/taxi/bus/plane/train/air/sea; contact/communicate by post/email/phone. Compare: □ I generally go by bus to work. and □ I generally take the bus to work.
E	We often use zero article in patterns where repeated or related words are joined by a preposition and used with a general meaning: The government makes grants according to criteria that differ from region to region. Other examples include person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper.

Grammar review: articles → 11-19

Complete these sentences using one of these words. Use the where necessary. Use the same word

in both (a) and (b) in each pair. (A) agriculture children fire holidays islands money parents rain 1 a _____ as young as ten are working in the clothing industry. b While you're painting the sitting room, I'll take over to the park. 2 a As the soil quality deteriorated, so too did on which the region depended. 3 a Around the world are being threatened by rising sea levels. b off the east coast of Malaysia are beautiful. b in the Brazilian rainforests are now becoming popular with adventurous travellers. 5 a Farmers will be hoping for in the next few weeks. b Last night was torrential. 6 a I've left I owe you on your desk. b It is said that is the root of all evil. 7 a Using the new software, will be able to monitor their children's use of the Internet. 8 a It isn't known howstarted. b Animals fear more than anything else. 47.2 Write a/an, the or zero article (-), whichever is more likely, in the spaces in these sentences. Where more than one answer is possible, consider any difference in meaning. (B, C & D) 1 a Do you remember when Mark and Julie came over and had that terrible row? That wasday I wouldn't want to go through again. b I couldn't go to Jane's party. It was day I was babysitting for Derek and Linda. date yet. b I'll see you again after Christmas. 4 a The exam results will be sent by post on 24th August. b The application forms came in post this morning. 5 a I'd been working in the garden all ______ afternoon and my back ached. b I've spent afternoon on the phone to my mother. 6 a That old coat of yours won't be warm enough for winter. b 'I haven't seen Jack for months.' 'He's been away in South Africa for winter.' 7 a The early train to Cambridge was cancelled so I had to go bycar. b It's raining so I think I'll takecar. Complete the sentences using one of the phrases in E. (E) 47.3 1 They sat on the bench looking out over the countryside. 3 Tiger Woods is celebrating victories in his last three golf tournaments. 4 The island is so small you can walk from in about an hour.

Unit 48	Some and any
THE BUR	Some
A	Before plural and uncountable nouns we sometimes use some or zero article (i.e. no article) with very little difference in meaning: 'Where were you last week?' 'I was visiting (some) friends.' Before serving, pour (some) yoghurt over the top. With both some and zero article we are referring to particular people or things but in an indefinite way. When it is used in this way, some is usually pronounced /səm/.
	We don't use some to make general statements about whole classes of things or people (GR:I8 & I9) Furniture can be an expensive item when you buy your first home. Babies need lots of care and attention.
В	Some is used before a number to mean 'approximately': Some eighty per cent of all residents took part in the vote. (= approximately eighty per cent; beginning 'Eighty per cent' suggests a more precise figure) When it is used in this way, some is usually pronounced /sam/.
C	When we can't say exactly which person or thing we are talking about because we don't know, can't remember, or want to emphasise that it is not important, we can use some instead of a/an with a singular noun. When it is used in this way, some is usually pronounced /sʌm/.
	We use the phrase some(thing) or other in a similar way: □ I bought them from some shop or other in New Street. (notfrom a shop or other)
	Any
D	We usually use any not some (and anyone, anything, etc. not someone, something, etc.) – ☆ in non-affirmative contexts; that is, lacking positive, affirmative meaning. ☆ to refer to non-specific, unspecified things.
	For example, we generally use any in sentences with a negative meaning when they include negative adverbs such as barely, hardly, never, rarely, scarcely, seldom; negative verbs such as deny, fail, forbid, prevent, prohibit, refuse; negative adjectives such as impossible, reluctant, unable, unlikely; and the preposition without: □ There's hardly any sugar left. We must get some when we go shopping. □ I boarded up the windows to prevent any damage during the storm. □ It was impossible to see anything in the dark. □ We didn't have tickets, but we got into the stadium without any difficulty.
	However, we use some with these negative words— ** when some (pronounced /s^m/) has the implication 'not all' (see I13):
E	We often use any in clauses that begin with before, and with comparisons: □ I cleared up the mess before anyone saw it. ('before someone saw it' suggests that I have a particular person in mind who might see it) □ She has as good a chance as anybody of winning the race. □ The material felt softer than anything she had ever touched before.
96	Grammar review: some \rightarrow 110–114, any \rightarrow 115–119, anyone, someone, etc. \rightarrow 120–121

48.1		omplete the sentences with some or zero article (-). If both some and zero article are possible
		th little difference in meaning, write (some). (A & GR I10-I14)
		There have been allegations of corruption in the government.
		If you're going to the library, could you take back books that I've finished reading?
		The price of coffee is at an all-time low. The door kept flying open in the wind so I tied it up with string.
		I'm going into town to buyclothes.
		Tony knows more about jazz than anyone I've every met.
		It costs much more to make
		I need to get bread from the supermarket.
48.2		ewrite these newspaper headlines in your own words using some to mean 'approximately'. The est is done for you. (B)
	1	250 people charged with assault following Molton riots
		Some 250 people have been charged with assault following the Molton riots.
	2	30% OF ALL CITY BUSES FOUND TO BE UNSAFE
	3	Unexploded bomb found 5 miles from Newham centre
	4	25% OF ELECTRICITY FROM WIND BY 2020
	5	200 jobs to be lost at Encon steel works
48.3	Co	omplete the sentences in any appropriate way using some + singular noun or some + singular
		oun + or other. The first is done for you. (C)
	1	I don't know where I got the information from. I must have heard it on some radio programme (or other).
	2	I don't know where Richard is. He's probably
		I don't know where the book is. Maybe I lent it
	4	I don't know where Maggie works. I think it's in
	5	I don't know why Ken is still at work. Perhaps he's got to
48.4	bo	omplete these sentences with some, someone, something, any, anyone or anything. Where oth some(one/thing) or any(one/thing) are possible, write them both and consider any ofference in meaning. (D & E)
		John worked hard at learning Japanese but failed to make real progress.
		I was unable to eat of the food.
		I always offer to help organise school concerts, but there is seldom for me to do.
		Janet Jones is I rarely see these days.
		He denied that he had done wrong.
	6	I always get to work beforeelse.
	7	The theatre is unlikely to have tickets left for tonight's performance.
	8	Despite rowing as hard as we could, we had progressed barely distance from the shore.
	9	parents never seem to have time to sit down and talk to their children.
		The regulations of the game forbid ball to rise above shoulder height.
	11	When I last lent my laptop to a friend it came back damaged, so I'm reluctant to lend it toelse.
	12	She valued friendship more than in the world.

No, none (of) and not any

A	We can use no and none (of) instead of not a or not any for particular emphasis. Compare: There isn't a train until tomorrow. and There's no train until tomorrow. (more emphatic) She didn't give me any help at all. and She gave me no help at all. Sorry, there isn't any left. and Sorry, there's none left. He didn't have any of the usual symptoms. and He had none of the usual symptoms.
	We use other pairs of negative words and phrases in a similar way: There isn't anyone/anybody here. and There's no-one/nobody here. (more emphatic) I haven't got anything to wear for the party. and I've got nothing to wear for the party. She wasn't anywhere to be seen. and She was nowhere to be seen. Why don't you ever call me? and Why do you never call me?
В	We don't usually use not a/any, not anyone, etc. in initial position in a sentence or clause, or straight after and, but or that at the beginning of a clause. Instead we use no, none of, no-one, etc.: No force was needed to make them move. (not Not any force was needed) Most players are under 16 and none of them is over 20. (notand not any of them) We arranged the meeting, but no-one came. (notbut not anyone) I'm sure that nothing can go wrong. (notthat not anything can)
C	In a formal or literary style we can use not a in initial position or after and, but or that (see also Unit 100): \[\sum \text{Not a sound came from the room. (less formally There wasn't a sound from the room.)} \] \[\sum \text{She kept so quiet that not a soul in the house knew she was there.} \]
D	After no, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal: □ No answers could be found. (or more formally No answer) □ We want to go to the island but there are no boats to take us. (or more formallythere is no boat.)
	However, we use a <i>singular</i> noun in situations where we would expect one of something, and a <i>plural</i> noun where we would expect more than one. Compare: □ I phoned Sarah at home, but there <i>was</i> no answer. (notbut there were no answers.) and □ He seems very lonely at school, and has no friends. (notno friend.)
E	We can give special emphasis to no or none of using phrases like no amount of with uncountable nouns, not one/ not a single with singular countable nouns, and not one of with plural nouns: □ The company is so badly managed that no amount of investment will make it successful. □ It was clear that no amount of planning could have improved the situation. □ Not one person remembered my birthday. (or Not a single person) □ Not one of the families affected by the noise wants to move.
F	Some phrases with no are commonly used in informal spoken English: No wonder (= it's not surprising); No idea (= I don't know); No comment (= I have nothing to say); No way, No chance (= emphatic ways of saying 'no', particularly to express refusal to do or believe something); No problem, No bother (= it isn't/wasn't difficult to do something): \[\text{ 'The computer's not working again.' 'No wonder. It's not plugged in!'} \] \[\text{ 'Thanks for the lift.' 'No problem. I had to go past the station anyway.'} \]

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Unit	Much (of), many (of), a lot of,
50	lots (of), etc.
A	In affirmative sentences we generally use a lot of and lots (of) rather than much (of) and many (of), particularly in informal contexts. However, there are a number of exceptions − ★ In formal contexts, such as academic writing, much (of) and many (of) are often preferred. We can also use phrases such as a large/considerable/substantial amount of (with uncountable nouns), or a large/considerable/great/substantial number of (with plural nouns): Much debate has been heard about Thornton's new book. There could be many explanations for this. Much of her fiction describes women in unhappy marriages. A large amount of the food was inedible. (or Much of) The book contains a large number of pictures, many in colour. (ormany) In formal contexts we can use much and many as pronouns: There is no guarantee of a full recovery. Much depends on how well she responds to treatment. Many (= many people) have argued that she is the finest poet of our generation. Many (= many people) have argued that she is the finest poet of our generation. Not once did I see a tiger in the jungle, although I heard many. (referring back to 'tiger(s)') We usually use many rather than a lot of or lots of with time expressions (days, minutes, months, weeks, years) and number + of (e.g. thousands of voters, millions of pounds): We used to spend many hours driving to Melbourne and back. He was the founder of a company now worth many millions of pounds.
В	We can use many following the, my, its, his, her, etc. and plural countable nouns: Among the many unknowns after the earthquake is the extent of damage to the foundations of buildings. The gallery is exhibiting some of his many famous paintings of ships.
	We can use the phrase many a with a singular noun to talk about a repeated event or a large number of people or things: □ The manager must have spent many a sleepless night worrying about his team selection. □ Many a pupil at the school will be pleased that Latin is no longer compulsory.
C	To emphasise that we are talking about a large number we can use a good/great many with a plural noun:
	To emphasise that we are talking about a large amount we can use a good/great deal of with a singular or uncountable noun:

□ A good/great deal of the exhibition was devoted to her recent work.

We use far (not 'much' or 'many') before too many + a plural countable noun or too much + an uncountable noun:

- ☐ Far too many students failed the end-of-year maths exam. (not Much/Many too many...)
- ☐ Far too much time is wasted filling in forms. (not Much/Many too much time...)

E

D

We often use plenty of instead of a lot of or lots of with uncountable and plural countable nouns. However, plenty of means 'enough, or more than enough' and is therefore not likely in certain contexts. Compare:

- □ We took lots of food and drink on our walk through the hills. (or ...plenty of...) and
- ☐ Jim doesn't look well. He's lost a lot of weight. ('plenty of' is unlikely here)

50.3

- 50.1 Make corrections or improvements to these extracts from conversations (1–3) and from academic writing (4–6). (A, C, D & E)
 - 1 Sheila's had many problems with her back for a lot of years. She's having an operation next week and she won't be back at work for a good deal of weeks afterwards.
 - 2 'There's bound to be much traffic on the way to the station. Perhaps we should leave now.' 'Don't worry, there's plenty time left, and at this time of day many people will already be at work.'
 - 3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.
 - 4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.
 - 5 A lot of research has been conducted on the influence of diet on health, with a lot of studies focusing on the relationship between fat intake and heart disease. However, a lot remains to be done.
 - 6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.
- 50.2 Complete the sentences with either the/my/its/his/her many or many a/an and then one of the following. (B)

	letters	ship	sunny afternoon	teacher
1	She went to sta	y in Munich w	ith one of her manu	German relatives.
				race looking out over the hills.
3	island.	ha	s been lost in the tread	cherous waters off the south coast of the
4	The town is moworld.	ost famous for .		that attract players from all over the
5	Since the end o	f last year he h	as refused to speak to	me on the phone or answer
6	Jo Granger acc and the Andes.		nel Smithers on	to the Himalayas
7	end of the weel		ll be looking forward	to the start of the school holidays at the
8	I walked into the espresso.	he first of		along the High Street and ordered an
W	rite plenty of if	it is appropriat	te in these sentences.	If not, use a lot of. (E)
1	It will be very l	not on the jour	ney, so make sure you	bring drinking water.
2	S	taff at the hosp	oital have come down	with a mysterious illness.
3	He didn't have taxi.	J	money left, so he deci-	ded to catch the bus rather than take a
4	We were surpri	sed when	students fail	ed to attend the lecture.
5	I'm looking for	ward to a relax	ing holiday, and I'm t	aking books to read.

Unit 51	All (of), whole, every, each
	All (of)
А	We sometimes use all after the noun it refers to: His songs all sound much the same to me. (or All (of) his songs sound) We all think Ann's working too hard. (or All of us think)
	Notice that we usually put all after the verb be and after the first auxiliary verb if there is one: They are all going to Athens during the vacation. (not They all are going) You should all have three question papers. (not You all should have; however, note the we can say 'You all should have' for particular emphasis in spoken English)
В	To make negative sentences with all (of) we usually use not all (of) rather than allnot (although allnot is sometimes used in informal spoken English): Not all (of) the seats were taken. or The seats were not all taken.
	Note that not all and none of have a different meaning. Compare: Not all my cousins were at the wedding. (= some of them were there) and None of my cousins were at the wedding. (= not one of them was there)
5136	All and whole
С	Before singular countable nouns we usually use the whole rather than all the: □ They weren't able to stay for the whole concert. (rather thanfor all the concert.)
	However, we can also say all + day/week/night/month/winter, etc. (but not usually all October/2001/21st May, etc.; all Monday/Tuesday, etc. are only usually used in informal contexts); all the time, all the way; and in informal speech we can use all the with things that we see as being made up of parts (all the world/house/city/country/department, etc.): She spent the whole winter in the south of Spain. (orall winter) After the fire the whole city was covered in dust. (orall the city in informal speech) Notice that we can use entire instead of whole immediately before a noun: The whole/entire building has recently been renovated.
	Before plural nouns we can use all (of) or whole, but they have different meanings. Compare: All (of) the towns had their electricity cut off. (= every town in an area) and After the storm, whole towns were left without electricity. (= some towns were completely affected; note that we don't say 'whole the towns')
	Every and each
D	Often we can use every or each with little difference in meaning. However, we use every — with almost, nearly, virtually, etc. to emphasise we are talking about a group as a whole: Almost every visitor stopped and stared. (not Almost each visitor) with a plural noun when every is followed by a number: I go to the dentist every six months. (rather thaneach six months.) in phrases referring to regular or repeated events such as: every other (kilometre), every single (day), every so often, every few (months), and every now and again (= occasionally) with abstract uncountable nouns such as chance, confidence, hope, reason, and sympathy t show a positive attitude to what we are saying. Here every means 'complete' or 'total':
	☐ She has every <i>chance</i> of success in her application for the job. We use each —

☆ when we are talking about both people or things in a pair:

□ I only had two suitcases, but each one weighed over 20 kilos.

☆ as a pronoun:

□ I asked many people and each gave the same answer. (or ...each/every one gave...)

Grammar review: all (of) → 143-144; each/every → 145-146

Exercises Unit 51

51.1

51.2

51.3

Pu	at all in the more appropriate space in each sentence. (A)
1	They were sitting around the table waiting for me.
2	Youstay for dinner if you want.
3	It
4	We going to be late if we don't hurry.
5	the children started to speak at once.
6	We have been involved in the decision.
Uı	nderline the more appropriate answer. If both are possible, underline them both. (C)
1	All the process! The whole process takes only a few minutes.
2	All areas of the country/ Whole areas of the country have been devastated by the floods, although others haven't had rain for months.
3	All the trip! The whole trip cost me less than \$1000.
	The new rail network links all of the townsl whole towns in the region.
5	When I picked up the book I found that all of the pages/ whole pages had been ripped out.
	There wasn't a single one left.
6	The new heating system makes all the building the whole building warmer.
7	All the room! The whole room was full of books.
	omplete these sentences with every or each, whichever is more appropriate. If you can e either every or each, write them both. (D)
	I had reason to believe that she would keep my secret.
	The ten lucky winners willreceive £1000.
	We've discussed the problem in virtually meeting for the last year.
	Hugh sends us a postcard from place he visits.
	In a rugby league game side has 13 players.
	They had to take out single part of the engine and clean it.
	Antibiotics were given to
	The two girls walked in, one carrying a bouquet of flowers.
	household in the country is to be sent a copy of a booklet giving advice on first aid.
10	There is a small picture on page of the book.
	You should take two tablets four hours.
	The exam is three hours in total and we have to answer six questions, so we have about half an hour for answer.

(1) Each so often I like to invite (2) my entire family – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) each few weeks. It's quite a lot of work and I usually spend (4) all Friday shopping and cooking. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) every of them. Fortunately, (6) all the food doesn't usually get eaten, so I have plenty left for the rest of the week. (7) None of my brothers always come, but the ones who live locally usually do. This time (8) Neil and his family all were on holiday so they couldn't make it. (9) We had all a great time and we spent (10) the whole evening talking about when we were children.

51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A-D)

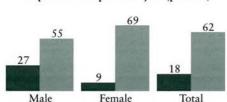
32	rew, little, less, lewel
A	We often use (a) few and (a) little with nouns. However, we can also use them as pronouns: Little is known about the painter's early life. It is a part of the world visited by few. (= few people) Do you want a chocolate? There's still a few left. (= a few chocolates) The password is known by only a few. (= a few people) 'Do you know anything about car engines?' 'A little.' (= I know a little about car engines) Note that quite a few means 'quite a large number': She's been away from work for quite a few weeks.
В	We can use the few and the little followed by a noun to suggest 'not enough' when we talk about a group of things or people (with few) or part of a group or amount (with little): It's one of the few shops in the city centre where you can buy food. We should use the little time we have available to discuss Jon's proposal. Instead of the few/little we can use what few/little to mean 'the small (number/amount)': She gave what little money she had in her purse to the man. (orthe little money) What few visitors we have are always made welcome. (or The few visitors) Notice that we can also say 'She gave what/the little she had' and 'What/The few we have' when it is clear from the context what is being referred to.
	We can use few (but rarely little) after personal pronouns (my, her, etc.) and these and those: □ I learned to play golf during my few days off during the summer. □ She put her few clothes into a bag, and walked out of the house for ever. □ These few miles of motorway have taken over ten years to build.
C	In speech and informal writing, it is more usual to use not many/much or only/just a few/little instead of few and little to talk about a small amount or number, and we often use a bit (of) in informal speech instead of a little: Sorry I haven't finished, I haven't had much time today. (rather thanI had little time I won't be long. I've only got a few things to get. (rather thanI've got few things) Want a bit of chocolate? (rather thana little chocolate?)
	In more formal contexts, such as academic writing, we generally prefer few and little: The results take little account of personal preference. (rather thandon't take much)
D	less (than) and fewer (than) We use less with uncountable nouns and fewer with plural countable nouns: You should eat less pasta. There are fewer cars on the road today. Less is sometimes used with a plural countable noun (e.gless cars), particularly in conversation. However, this is grammatically incorrect. We use less than with a noun phrase indicating an amount: I used to earn less than a pound a week when I first started work. Less than is sometimes also used with a noun phrase referring to a group of things or people,
	particularly in conversation. However, some people think this is incorrect, particularly in formation contexts, and that fewer than should be used instead: □ There were fewer than twenty students present. (or informallyless than)
	When we talk about a distance or a sum of money we use less than, not fewer than: The beach is less than a mile away.
	To emphasise that a number is surprisingly large we can use no less than or no fewer than: \(\subseteq \text{ The team has had no fewer than ten managers in just five years. (orno less than)} \) Notice that we prefer no less than with percentages, periods of time and quantities: \(\subseteq \text{ Profits have increased by no less than 95\% in the last year. (rather thanno fewer than)} \)
104	Grammar review: few, little, less → 147–152

- Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. (A & B)
 - 1 Thomas was named sportsman of the year, and would disagree with that decision.
 - 2remains of the old castle walls except the Black Gate.
 - 3 She called herremaining relatives together and told them she was leaving.
 - 4 Simpson is among foreign journalists allowed into the country.
 - 5 _____evidence we have so far suggests that the new treatment will be important in the fight against AIDS.
 - 6 'Has my explanation helped?' '....., yes.'
 - 7 _____ belongings she had were packed into a small suitcase.
 - 8will forget the emotional scenes as Wilson gave his farewell performance in front of a huge audience.
 - 9 The announcement will come as surprise.
 - 10 Tony hasn't been looking well recently, and I'm worried about him.

 - 12 The children weren't well so I had to take days off.
 - 13 I don't have much money, but I'm happy to lend you I have.
 - 14 The tax reforms will mean less income for the majority of people and more for
- 52.2 If necessary, suggest changes to the italicised text in these examples from conversations (1-4) and from academic writing (5-8). (C)
 - 1 'Did you do anything last night?' 'I just watched a little TV and then went to bed.'
 - 2 Take some sweets if you want, although there are few left.
 - 3 I've tried to help her, but there's little more I can do.
 - 4 See that old car over there? There's few left now.
 - 5 The country hasn't had many female politicians since independence.
 - 6 It is thought that the two leaders didn't exchange many words on their first meeting.
 - 7 Teachers were found to be a bit more confident after the extra training.
 - 8 There doesn't seem to be much prospect of ever recovering the missing manuscript.
- A survey of British university students was conducted in 1980 and recently repeated. Some of the 52.3 results are given below. Comment on them in sentences using fewer (than) or less (than). (D)
 - 1 Do you have a part-time job?

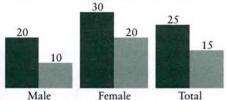
Fewer students had a part-time job in 1980 than now.

Proportion with part-time jobs (per cent)

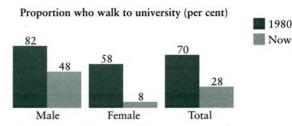


2 What proportion of your money do you spend on books?

Proportion of money spent on books (per cent)

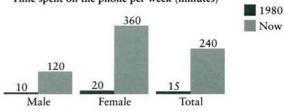


3 Do you walk to the university?



4 On average, how much time per week do you spend on the phone?

Time spent on the phone per week (minutes)



Are there any results that surprise you? Comment on them using no less than or no fewer than.

Relative pronouns

Α	

Defining and non-defining relative clauses (see also GR: J1–J2) begin with a relative pronoun, which can sometimes be omitted:

☐ We went to a beach (which/that) Jane had recommended to us.

Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Jane'. Compar

☐ I know a man who/that ran in the New York Marathon last year.

where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man In this case, the relative pronoun can't be omitted.

В

When we use a defining relative clause, the relative pronoun can be either the subject or the object of the relative clause. When it is the *subject* the word order is subject + verb + object:

☐ I have a friend who/that plays guitar. (a friend = subject, plays = verb, guitar = object)

When the relative pronoun is the *object* the word order is object + subject + verb:

☐ He showed me the rocks (which/that) he had collected. (the rocks = object, he = subject, had collected = verb)

C

Relative pronouns are used to add information in defining relative clauses as follows:

adding information about things

Relative pronoun which that no relative pronoun subject \(\sqrt{} \sqrt{} \sqrt{} \sqrt{} \text{X} \)

adding information about people

Relative pronoun	who	that	no relative pronoun	whom
subject	1	1	×	X
object	1	1	1	1

- ☆ When we add information about things, we can use that (or no relative pronoun) as object in conversation and which in more formal contexts:
 - □ Decorating's a job (that) I hate. (rather than '...which...' in this informal context)
- ☆ When we add information about people, we generally prefer that (or no relative pronoun) as object in informal contexts rather than who or whom:
 - □ That's the man (that) I met at Alison's party (rather thanwho/whom I met...)
- ☆ whom is very formal and rarely used in spoken English:
 - ☐ The boy whom Elena had shouted at smiled. (less formally that, no relative pronoun or who)
- ☼ We use that as subject after: something and anything; words such as all, little, much, and none used as pronouns; and noun phrases that include superlatives. Which is also used as subject after something and anything, but less commonly:
 - □ These walls are all that remain of the city. (not ... which remain of the city.)
- ☆ Note that we can use that (or no relative pronoun) as object after something/anything; all, etc.; and noun phrases with superlatives. For example:
 - ☐ She's one of the kindest people (that) I know. (not ... one of the kindest people who I know.)

D

Relative pronouns are used to add information in non-defining relative clauses as follows:

adding information about things

Relative pronoun	which	that
subject	1	1
object	1	1

adding information about people

Relative pronoun	who	whom
subject	1	×
object	1	1

- ☆ Notice that we must include a relative pronoun in a non-defining relative clause.
- ☆ We can use who or whom as object, although whom is very formal:
 - □ Professor Johnson, who(m) I have long admired, is to visit the University next week.
- ☆ When we add information about things, we can use which as subject or object. That is sometimes used instead of which, but some people think this is incorrect:
 - ☐ The Master's course, which I took in 1990, is no longer taught. (or ...that I took...)

- 53.1 Put brackets around the underlined relative pronoun if it can be omitted from these sentences. (A)
 - 1 We talked about the party which Sarah wants to organise for my birthday.
 - 2 To get to Frank's house, take the main road that bypasses the village.
 - 3 The paintings which Mr Flowers has in his house are worth around £100,000.
 - 4 Let's go through the main points that he made in his lecture.
 - 5 He received a low mark for his essay, which was only one page long.
 - 6 Mrs Richmond, who is 42, has three children.
 - 7 Don is a friend who we stayed with in Australia.
 - 8 In the shop window there's a sign that says 'Ten per cent off'.
 - 9 The couple who live next to us have sixteen grandchildren.
 - 10 There was little that we could do to help her.
- 53.2 Write the information in brackets as a relative clause (defining or non-defining) in an appropriate place in the sentence. Give alternative relative pronouns if possible. (Use to indicate 'no relative pronoun'.) (C & D)
 - 1 Susan said something. (I couldn't hear it clearly) Susan said something that/which/ I couldn't hear clearly.
 - 2 Julia's father has just come back from a skiing holiday. (he is over 80)
 - 3 The problems faced by the company are being resolved. (I'll look at these in detail in a moment)
 - 4 She was greatly influenced by her father. (she adored him)
 - 5 He pointed to the stairs. (they led down to the cellar)
 - 6 These drugs have been withdrawn from sale. (they are used to treat stomach ulcers)
 - 7 The singer had to cancel her concert. (she was recovering from flu)
 - 8 The minister talked about the plans for tax reform. (he will reveal them next month)
 - 9 I have two older sisters. (I love them very much)
- 53.3 If necessary, correct or make improvements to these sentences. If they are already correct, write ✓. (A–D)
 - 1 There's something which I should tell you.
 - 2 The doctor whom Ingrid went to see was very thorough.
 - 3 Yesterday was the hottest day I can remember.
 - 4 There isn't much can go wrong with the machine.
 - 5 Thieves whom stole paintings from Notford art gallery have been arrested in Paris.
 - 6 It may be the most important decision which you will ever take.
 - 7 The boy took the photograph was paid £100.
 - 8 I heard many different accents in the room, but none which I could identify as British.
 - 9 There's this dream which I have every night about falling downstairs.
 - 10 He just said anything which came into his head.

Other relative words: whose, when, whereby, etc.

Clauses with whose

We use a relative clause beginning with the relative pronoun whose + noun, particularly in written English, when we talk about something belonging to or associated with a person, animal or plant:

- ☐ Stevenson is an architect whose designs have won international praise.
- ☐ Sue was taking care of a rabbit whose ears were badly damaged in a fight with a cat.

We can use whose in both defining and non-defining relative clauses (see GR: J1-J2).

We generally avoid using whose to talk about something belonging to or associated with a thing:

☐ I received a letter, and its poor spelling made me think it was written by a child. (more natural than 'I received a letter, whose poor spelling made me think...')

However, we sometimes use whose when we talk about towns, countries, or organisations:

- The film was made in Botswana, whose wildlife parks are larger than those in Kenya.
- □ We need to learn from companies whose trading is more healthy than our own.

In academic writing whose is used to talk about a wide variety of 'belonging to' relationships:

☐ Students are encouraged to use an appropriate theory in order to solve *problems* whose geographical limits are clear.

В

Clauses with when, whereby, where and why

We can begin relative and other clauses with when (referring to time), whereby (method or means; used mainly in formal contexts), and where (location). In formal English in particular, a phrase with preposition + which can often be used instead of these:

- He wasn't looking forward to the time when he would have to leave. (or ...the time at which ...)
- □ Do you know the date when we have to hand in the essay? (or ...the date on/by which...)
- ☐ The government is to end the system whereby (= 'by which means') farmers make more money from leaving land unplanted than from growing wheat. (or ...the system in/by which farmers...)
- ☐ This was the place where we first met. (or ...the place at/in which we...)

In academic English, we can also use where to refer to relationships other than location, particularly after words such as case, condition, example, situation, system:

 Later in this chapter we will introduce cases where consumer complaints have resulted in changes in the law. (or more formally ...cases in which...)

We can also use a/the reason why or a/the reason that or just a/the reason:

☐ I didn't get a pay rise, but this wasn't the reason why I left. (or ...the reason (that) I left.)

C

Clauses with who and what; whatever, whoever and whichever

Some clauses beginning with a wh-word are used like a noun phrase in a sentence. These are sometimes called nominal relative clauses:

- ☐ Can you give me a list of who's been invited? (= the people who have been invited)
- ☐ I didn't know what I should do next. (= the thing that I should do next)

Notice that we can't use what in this way after a noun:

I managed to get all the books that you asked for. (not ...all the books what you asked for.)

We use clauses beginning with whatever (= anything or it doesn't matter what), whoever (= the person/group who or any person/group who), or whichever (= one thing or person from a limited number, to talk about things or people that are indefinite or unknown:

- I'm sure I'll enjoy eating whatever you cook.
- □ Whoever wins will go on to play Barcelona in the final.
- ☐ Whichever one of you broke the window will have to pay for it.

Grammar review: relative clauses → J1-J3

Exercises Unit 54

	 1 Dr Rowan has had to do all his own typing. 2 The newspaper is owned by the Mears group. 3 Parents are being asked to take part in the survey. 4 Children do better in examinations. 5 My aunt is now manager of a department store. 6 I enjoy growing plants in my garden. 7 The new regulations are part of a broader strategy. ii a Its chairperson is Sir James Bex. b Their diets contain high levels of protein. c Their flowers are attractive to bees. d His secretary resigned two weeks ago. e Their objectives are to increase fish stocks. f Her first job was filling shelves in a supermarket. g Their children are between four and six.
	1 Dr Rowan, whose secretary resigned two weeks ago, has had to do all his own typing.
4.2	Define these items using whose (1-3) and in which (4-6). You may need to use a dictionary. (A) 1 A lexicographer is a person whose job is to write dictionaries. 2 A widow is a woman 3 An actuary is a person 4 A furnace is a container 5 A gazebo is a small garden building 6 Polo is
4.3	Choose one of the following phrases and then either when, whereby, where or why to complete these sentences. (B) the area an agreement a condition a method moments the reason
	1 During the performance there were
	laugh. 2 The two governments reached the border would be patrolled by troops from a third country.
	3 The land is very fertile in Jack has bought his farm. 4 I think we get on so well is that we both enjoy talking. 5 Freeze drying is water is rapidly evaporated from frozen food in order to preserve it.
	6 Hypoglycemia is the level of sugar in the blood drops suddenly.
4.4	If the underlined word is correct, write ✓. If not, suggest another word. (C) 1 I think whatever was responsible for damaging the trees should be fined or sent to prison. 2 Do they really understand that they are doing? 3 I don't envy whoever buys that house. It's in a terrible condition.

- 5 I think the government should improve the health service, whichever the cost.
- 6 It's a question that I've been asking for many years.
 7 The clock makes a poice what keeps me awake at pight
- 7 The clock makes a noise what keeps me awake at night.
- 8 I'm sure that Keith will do well at university, which one he goes to.
- 9 We kept a note of who we met as we travelled around Africa and wrote to them when we got home.

Prepositions in relative clauses

00	repositions in relative clauses
A	In formal styles noun + of which is often preferred to whose + noun when we talk about things: □ A huge amount of oil was spilled, the effects of which are still being felt. □ The end of the war, the anniversary of which is on the 16 th November, will be commemorated in cities throughout the country.
	We can use of which and of whose, but not usually which or whose, after all, both, each, many, most, neither, none, part, some, a number (one, two, etc.; the first, the second, etc.; half, a third, etc.) and superlatives (the best, the biggest, etc.): □ Lotta was able to switch between German and Russian, both of which she spoke fluently. (notboth which she spoke fluently.) □ She joined the local tennis club, most of whose members were at least 60.
	In formal contexts, of which can be used instead of that/whichof in relative clauses: □ The school that/which she is head of is closing. (or more formally The school of which she) □ The book that/which he's most proud of (or more formally The book of which he)
В	In formal, mainly written, English whose can come after a preposition in a relative clause. However, it is more natural to put the preposition at the end of the clause in less formal contexts and in spoken English: □ The council is in discussion with Lord Thomas, on whose land most of the village is built. (or less formallyLord Thomas, whose land most of the village is built on.) □ I now turn to Freud, from whose work the following quotation is taken. (or less formallyFreud, whose work the following quotation is taken from.)
С	When a preposition is needed with the relative pronouns which and whom we usually put it before the relative pronoun in formal styles: □ The rate at which a material heats up depends on its chemical composition. □ Her many friends, among whom I like to be considered, gave her encouragement.
	After a preposition we usually use whom rather than who in formal styles: Is it right that politicians should make important decisions without consulting the public to whom they are accountable? (rather thanthe public to who they are accountable.) and we don't use that or no relative pronoun: The valley in which the town lies is heavily polluted. (not The valley in that the town lies is heavily polluted.)
	In less formal English we usually put the preposition later in the relative clause rather than at the beginning: The office that Graham took us to was filled with books. and we prefer who (or that) rather than whom (see also Unit 26A): The playground wasn't used by the children who it was built for.
D	If the verb in the relative clause is a two-word verb (e.g. come across, fill in, look after, take on) we don't usually put the preposition before the relative pronoun: □ The Roman coins, which a local farmer came across in a field, are now on display in the National Museum. (notcoins, across which the local farmer came, are)
	With three-word verbs, we only put the preposition before the relative pronoun in a very formal or literary style, and many people avoid this pattern: □ She is one of the few people to whom I look up. (or less formallywho I look up to.)

Exercises Unit 55

5.1	Rewrite these sentences so that they are more appropriate for formal written English. Use
	preposition + which or preposition + whose, as appropriate. (A & B)

- 1 Fleming's discovery of penicillin, which he was awarded the Nobel Prize for, had a major influence on the lives of people in the 20th century.
 - Fleming's discovery of penicillin, for which he was awarded the Nobel Prize, had a major influence on the lives of people in the 20th century.
- 2 He was the uncle of Ann Boleyn, whose execution in 1542 he lost power after.
- 3 It is her unmarried name which she is better known by.
- 4 Mr Marks, whose farm the stream flows across, is unhappy about the plans for the new dam.
- 5 The election result, which there can be no doubt about, is a great disappointment.
- 6 The building which Mr Marcus emerged from was little more than a ruin.
- 7 It is a medieval palace, whose tower the king hid in during the civil war.
- 8 I am grateful to Alan Mackie, whose book on the history of the bicycle this information comes from.
- 55.2 Join the sentence halves using which or whom after an appropriate preposition. (C)

the furniture is to be delivered. she was divorced in 1995. he had shown his novel. I had great respect. it was named. the printer was supplied. you should be aware.

- 1 My English teacher, Mrs Brookes, was someone for whom I had great respect.
- 2 Until 1914 the pound sterling was the currency
- 3 They have changed the date
- 4 Pasteurisation was discovered by the French chemist Louis Pasteur,
- 5 He was persuaded to stay in England by Charles Dickens,
- 6 There are a number of safety procedures
- = 5 " ' ' '
- How would you express the sentences you have written in 55.2 in a less formal way, putting the preposition at the end of the relative clause? (A)
 - 1 My English teacher, Mrs Brookes, was someone who/that/- I had great respect for.
- 5.4 Suggest corrections or improvements to these sentences or write ✓ if they are already correct. (A, C & D)
 - 1 The house into which the thieves broke is owned by Peter Brown.
 - 2 The school has been given 20 computers, half of which are brand new.
 - 3 JKL Motorbikes sells six different models, the first which they started making in 1985.
 - 4 It was the perfect tree under that to sit on a hot, sunny day.
 - 5 The party, to which I've been looking forward all week, is at Mary's house.
 - 6 The water that she fell into was freezing cold.
 - 7 I have heard her on the violin and clarinet, both which she plays extremely well.
 - 8 The film was made at Tulloch Castle, part which dates back to 1466.
 - 9 The college is home to 30 students from Nepal, almost all of who are studying economics.

Other ways of adding information to noun phrases (1): additional noun phrases, etc.

A	We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase: \[\textsit A hooded cobra, one of the world's most dangerous snakes, has escaped from Dudley Zoo \textsit Dr Alex Parr, director of the State Museum, is to become the government's arts adviser. \[\textsit When Tom fell off his bike we gave him arnica, a medicine made from a flower, for the bruising. \]
	In writing, the items are usually separated by a comma, and in speech they are often separated by a pause or other intonation break. However, when the second item acts like a defining relative clause, when it is usually a name, there is usually no punctuation in writing or intonation break in speech: My friend Jim has moved to Sweden. (rather than My friend, Jim,) The current champion is expected to survive her first-round match with the Italian Silvia Farina. (rather thanthe Italian, Silvia Farina.)
В	We can add information to a noun phrase with a conjunction such as and or or: □ Kurt Svensson, her teacher and well-known concert pianist, thinks that she has great talent. (= her teacher is also a well-known concert pianist) □ My business partner and great friend Tom Edwards is getting married today. □ Phonetics or the study of speech sounds is a common component on courses in teaching English as a foreign language.
C	The adverb namely and the phrase that is are used to add details about a noun phrase: This side-effect of the treatment, namely weight gain, is counteracted with other drugs. The main cause of global warming, that is the burning of fossil fuels, is to be the focus of negotiations at the international conference.
D	We can also add information to a noun phrase using a participle clause beginning with an -ing, -ed or being + -ed verb form. These are often similar to defining relative clauses (see GR: J1-2): Any passengers travelling to Cambridge should sit in the first two carriages of the train. (or Any passengers who are travelling) The people living next door come from Italy. (or The people who are living next door) The weapon used in the murder has now been found. (or The weapon that was used) The book published last week is his first novel. (or The book that was published last week The prisoners being released are all women. (or The prisoners who are being released) The boys being chosen for the team are under 9. (or The boys who are being chosen)
	Notice that -ing participle clauses correspond to defining relative clauses with an active verb, while -ed and being + -ed clauses correspond to defining relative clauses with a passive verb.
	We can also use a to-infinitive clause, as in: Have you brought a book to read? (= you bring it and you read it) Have you brought a book for Kevin to read? (= you bring it and Kevin reads it) My decision to resign from the company was made after a great deal of thought. I thought that the decision of the committee, to increase staff holidays, was a good one.
E	In written English, particularly in newspapers, -ing and -ed clauses are also used instead of non defining relative clauses. These are usually written between commas or dashes (-): The men, wearing anoraks and hats, made off in a stolen Volvo estate. The proposals – expected to be agreed by ministers – are less radical than many employers had feared.

56.1 Add the information given below to the sentences and rewrite them in an appropriate way, using the examples in A and B as models. Klaus Schmidt is the current European champion Andy Todd is head of Downlands Hospital Beluga caviar is among the most expensive food in the world Tonya's father has also been her trainer for the last 10 years Paul Jennings is Australian My colleague is Paul Gofast Technology is part of the Maddison Enterprises Group Another name for rubella is German measles The German 10,000 metres record holder is also the current European champion 1 Gofast Technology has launched its new generation of high-speed trains. Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains. 2 I went on an IT training course with my colleague. 3 Rubella is still a common childhood disease in many countries. 4 Four kilos of Beluga caviar has been ordered for James and Stephanie's wedding party. 5 One of the most popular modern writers for children is Paul Jennings. 6 Tonya's father was in the crowd to watch her victory. 7 Dr Andy Todd has criticised government plans to cut health funding. 8 Klaus Schmidt is running in the Stockholm Marathon. Match the sentence beginnings (in i) and endings (in ii) and add appropriate information (from iii) after namely or that is. The first is done for you. (C) a are found in 25% of households. 1 Leo Tolstoy's most celebrated novel, 2 The two countries having land b covers over 2 million square kilometres. borders with the USA, c should have ways of complaining about 3 The three most popular pets in poor teaching. d have complained to the President about Britain, the new customs regulations. 4 The capital of Estonia, 5 The largest island in the world, e was published in 1869. f is situated on the Gulf of Finland. 6 The 'consumers' of education, iii Tallinn students cats, dogs and rabbits War and Peace Greenland Mexico and Canada 1+e Leo Tolstoy's most celebrated novel, namely War and Peace, was published in 1869. Complete the sentences with an -ing, -ed or being + -ed form of these verbs. Then rewrite the sentence using a relative clause instead of the participle clause. (D) build drive educate elect flow hold introduce need print say take tell off 1 The man driving the bus is my brother. The man who is driving the bus is my brother. 2 I went to a reunion for students in the physics department during the 1980s. 3 As my aunt told me what she thought, I felt like a schoolboy by his headmaster. 4 There is a sign on the gate 'Entry forbidden'. 5 Across the river were some of the deer into the park in the 19th century. 6 Rivers into the Baltic Sea are much cleaner now than ten years ago. 7 The booklets as we speak will be on sale later this afternoon. 8 Anyone further information can see me in my office. 9 Mary O'Brien, the Democrat to the council only last week, has resigned. 10 We live in a house in 1906.

11 The protest march next week is expected to attract over 100,000 people.

Other ways of adding information to noun phrases (2): prepositional phrases, etc.

We commonly add information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

- □ What's the name of the man by the window? (or ...the man who's by the window?)
- ☐ It's in the cupboard under the stairs. (or ...the cupboard that's under the stairs.)
- ☐ She lives in the house with the red door. (or ...the house which has the red door.)

In some cases, however, these prepositional phrases do not have a corresponding relative clause:

- ☐ You need to keep a careful record of what you spend.
- ☐ There is likely to be an *increase* in temperature tomorrow.

We often prefer a relative clause rather than a prepositional phrase in non-defining relative clauses with be + preposition or with have as a main verb:

- □ Johnson, who was in the store at the time of the robbery, was able to identify two of the men. (rather than ... Johnson, in the store...)
- □ Jim Morton, who has a farm in Devon, has decided to grow only organic vegetables. (rather than Jim Morton, with a farm in Devon, has...)

В

In written English, particularly in academic writing, a series of prepositional phrases and relative clauses is often used to add information about a previous noun phrase. Note that prepositional phrases can also be used with an adverbial function (e.g. '...taken the drug *in the last 6 months*' in the sentence below):

- □ Doctors are contacting patients with diabetes who have taken the drug in the last 6 months.
- Scientists in Spain who have developed the technique are optimistic that it will be widely used in laboratories within the next decade.

We can also use participle clauses and noun phrases (see Unit 56) in a series of clauses/phrases which add information to the preceding noun phrase:

- ☐ The waxwing is the only bird found in Britain with yellow and red tail feathers.
- ☐ Mr Bob Timms, leader of the Democratic Party, MP for Threeoaks, has announced his resignation.

r

Notice that adding a series of prepositional phrases can often lead to ambiguity. For example:

- ☐ The protesters were demonstrating against the mistreatment of animals on farms. could mean either that the place the protesters were demonstrating was 'on farms' or that the animals were 'on farms'. We could make the sentence unambiguous with, for example:
 - □ The protesters were demonstrating on farms against the mistreatment of animals. or
 - ☐ The protesters were demonstrating against the mistreatment of animals kept on farms.



- 57.1 Match the sentence halves, adding an appropriate preposition, as in 1. (A)
 - 1 Jane's the girl...
 - 2 She's in the photograph...
 - 3 I plan to cut down the tree...
 - 4 There's a team of people...
 - 5 I walked along the footpath...
 - 6 The children can't get over the fence...
 - 7 Go along the lane...
 - 8 Jack's a boy...
 - 9 Follow the main road...
 - 10 She's a teacher...
 - 1+c Jane's the girl with blonde hair.

- a ...green shirts.
- b ...the back garden.
- c ...blonde hair.
- d ...the canal.
- e ...the piano.
- f ... Paris to Lyons.
- g ...the houses.
- h ...New Zealand.
- i ...the pool.
- j ...a quick temper.
- 57.2 Rewrite the sentences in 57.1 with defining relative clauses. (A)
 - 1 Jane's the girl who has blonde hair.
 - 7.3 Complete the sentence by adding the pieces of information given. Use relative clauses (see Unit 53), additional noun phrases and participle clauses (Unit 56) and prepositional phrases (Unit 57).
 - 1 Police are questioning men... between 25 and 30 living in the village, known to have a criminal record.

(The men are between 25 and 30. They live in the village. They are known to have a criminal record.)

- 2 Teachers...
 - (The teachers work at Queen's College. Queen's College is in the city centre. The teachers went on strike last week. They have appointed Jacqui Smith as their spokesperson. She is the head of English.)
- 3 Marge Scott...
 - (Marge Scott has died. She was aged 95. She was educated at Marston College. She was the first woman to be educated there. Marston College is in south Wales.)
- 4 The conference...
 - (The conference was held in Singapore. It approved the world trade agreement. The agreement was drawn up by European and Asian states. The conference has now ended.)
- 5 A book...
 - (The book is on gardening. It is called *All about Plants*. Mary wanted to borrow it. It wasn't available in the library.)
- 6 A painting...
 - (The painting was found in a second-hand shop. It was found by Beth Sands. She is an antique dealer. She is from York. The painting is thought to be by J.M.W. Turner. Turner was a British landscape artist.)
- 57.4 Why are these sentences ambiguous? Can you rewrite them to remove the ambiguity? (C)
 - 1 A man was talking with a grey suit.
 - 2 A lorry was stopped by a police officer carrying thousands of stolen cigarettes.
 - 3 I discussed my plan to decorate the room with my parents.

50	Participle clauses with advertilal meaning (1
A	We can use present participle (-ing) and past participle (-ed) clauses with an adverbial meaning. (See also Unit 59.) Clauses like these often give information about the timing, causes, and results of the events described: Opening her eyes, the baby began to cry. (= When she opened her eyes) Faced with a bill for £10,000, John has taken an extra job. (= Because he is faced) Looked after carefully, the plant can live through the winter. (= If it is looked after) Having completed the book, he had a holiday. (perfect; = When/Because he had completed) The fruit was expensive, being imported. (simple passive; =because it was imported) Having been hunted close to extinction, the rhino is once again common in this area. (perfect passive; = Although it had been hunted close to extinction)
В	The implied subject of a participle clause (that is, a subject known but not directly mentioned) is usually the same as the subject of the main clause: \[\sum \textit{Arriving}\] at the party, we saw Ruth standing alone. (= When we arrivedwe saw) However, sometimes the implied subject is not referred to in the main clause: \[\sum \textit{Having wanted}\] to drive a train all his life, this was an opportunity not to be missed.
	In careful speech and writing we avoid different subjects for the participle and main clause: — Turning round quickly, the door hit me in the face. (first implied subject = 'I'; second subject = 'the door')
С	In formal English, the participle clause sometimes has its own subject, which is often a pronoun or includes one: □ The collection of vases is priceless, some being over two thousand years old. □ Her voice breaking with emotion, Jean spoke about her father's illness. We use a present participle (-ing) clause to talk about something happening at the same time as an event in the main clause, or to give information about the facts given in the main clause.
D	When we use not in a participle clause it usually comes before the participle. However, it can follow the participle, depending on the part of the sentences affected by not . Compare: Wishing not to go out that night, I made an excuse. ('not' relates to 'to go out that night'; the sentence means 'I didn't want to go out on that particular night') and Not wishing to go out that night, I made an excuse. ('not' relates to 'wish to go out that night'; the sentence could mean 'going out on that particular night wasn't my wish')
E	We use a clause beginning with having + past participle rather than a present participle if the action in the main clause is the consequence of the event in the participle clause: Having won every major judo title, Mark retired from international competition. (or After winning; not Winning every major judo title) Having broken her leg the last time she went, Brenda decided not to go on the school skiing trip this year. (or After breaking her leg; not Breaking her leg)
	We can use either a present participle (-ing) clause or a having + past participle clause with a similar meaning when the action in the participle clause is complete before the action in the main clause begins. Compare:

□ Taking off his shoes, Ray walked into the house. (Having taken off...has a similar meaning) and

□ Running across the field, I fell and hurt my ankle. (= While I was running...; 'Having run...' would suggest that I fell after I had run across the field)

Exercises Unit 58

- 58.1 Rewrite the sentences beginning with one of the clause forms shown in A and D.
 - 1 When she saw the dog coming towards her, she quickly crossed the road.

 Seeing the dog coming towards her, she quickly crossed the road.
 - 2 As she was dressed all in black, she couldn't be seen in the starless night.
 - 3 As I don't have a credit card, I found it difficult to book an airline ticket over the phone.
 - 4 Keith spent a lot of time filling in job application forms because he was unemployed.
 - 5 Because I was walking quickly, I soon caught up with her.
 - 6 The house was built of wood, so it was clearly a fire risk.
 - 7 I was eager to catch the bus in good time because I had been told off the day before for arriving late.
 - 8 She didn't know where the theatre was, so she asked for directions at the hotel reception.
 - 9 As she was a nurse, she knew what to do after the accident.
 - 10 He had spent his childhood in Oslo so he knew the city well.
- 58.2 Where the implied subject of the two clauses is the same write S and where it is different write
 - D. In the sentences where it is different, rewrite the sentence to make it more acceptable. (B)
 - 1 Waiting for the bus, a car went through a puddle and splashed water all over me.
 - 2 Known mainly as a writer of novels, James has now written a successful biography.
 - 3 Keeping a careful eye on the spider, Suzanne hurried out of the bathroom.
 - 4 Looking down from the hill, the town spread out before us towards the coast.
 - 5 Feeling rather sick, the boat ploughed through the huge waves.
 - 6 Found only in the Andes, the plant is used by local people to treat skin diseases.
- 58.3 Choose the more appropriate position for not in these sentences. (D)
 - 1 wishing to boast, she said nothing about her success.
 - 2 ______ pretending _____ to notice that people were staring at me, I carried on looking on the floor for my lost contact lens.
 - 3 _____ determined ____ to be beaten, she put all her energy into the serve.
 - 4 _____ feeling ____ well, she went home early.
 - 5 bothering to put on his coat, he left the house.
 - 6 trying to cry, she waved to Mark as the train pulled out.
- 58.4 Complete the sentences with either having + past participle or the -ing form of one of these verbs. In which is it also possible to use either form with a similar meaning? (E)

	move	park	suffer	wait	walk
1	***************************************	the	e car abou	t a kilom	netre from the stadium, I walked the rest of the way.
2		ou	t of the cit	y, she fel	lt much happier.
3		th	rough the	tunnel, I	banged my head on the low roof.
4		six	months fo	or the wa	shing machine to be delivered, I decided to cancel the order.

5 _____ from depression himself as a teenager, Kevin could understand how his son was feeling.

59	Participle clauses with adverois	ai meaning (2)
A	We can use prepositions such as after, before, besides, by, in, on, sand without with a present participle (-ing) clause with an adverbability while understanding her problem, I don't know how I can he After spending so much money on the car, I can't afford a laborate Before being changed last year, the speed limit was 70 kph.	ial meaning (see also Unit 58) lp. (= Although I understand noliday.
	Less formal alternatives have a clause with a verb that can change subject. Compare: Since moving to London, we haven't had time to go to the Since we moved to London, we haven't had time to go to the	theatre. and
В	by, in, on + -ing	
	☐ By working hard, she passed her maths exam. ☐ They only survived by eating roots and berries in the forest.	= the -ing clause indicates 'the method or means used'
	☐ On returning from Beijing, he wrote to the Chinese embassy. ☐ John was the first person I saw on leaving hospital.	= the -ing clause indicates 'when'
	☐ In criticising the painting, I knew I would offend her. ☐ In choosing Marco, the People's Party has moved to the left.	= the -ing clause indicates 'cause'
	We can often use by + -ing or in + -ing with a similar meaning, all in informal contexts: In/By writing the essay about Spanish culture, I came to un ('In writing' = the consequence of writing was to understand the country better was to writ But compare: By telephoning every hour, she managed to speak to the dotthe method, not the consequence)	iderstand the country better. and; 'By writing' = the
С	with -ing; without -ing With + -ing often introduces a reason for something in the main c informal. Notice that a subject has to come between with and -ing With Louise living in Spain, we don't see her often. (= Beca With sunshine streaming through the window, Hugh found (= Because the sunshine was streaming) With and what with can also be used with a noun phrase to introd With my bad back I won't be able to lift a heavy suitcase. What with the traffic and the heavy rain, it's no wonder you	g: use Louise lives in Spain) it impossible to sleep. duce a reason:
	We can use without + ing to say that a second action doesn't happ I went to work without eating breakfast. Often, however, it has a similar meaning to 'althoughnot' or 'un Without meaning to, I seem to have offended her. (= Although without seeing the photo, I can't judge how good it is. (= U	y left without paying. nless': ngh I didn't mean to)
D	Adverbial meanings can also be added by a clause beginning with with no verb, having the same meaning as a clause beginning with This is used in fairly formal English. More informal alternatives a While in Poland, they will play two concerts in Warsaw. (or Although just two feet apart, they didn't speak. (or Although I try to use public transport whenever possible. (orwhen Unhappy with the decision, Johnson swore at the referee. (orbecause he lames relaxed, pleased with his day's work. (orbecause he	n a conjunction + subject + be re given in brackets: r While they are in Poland) gh they were just) ever it is possible.) or Because he was unhappy

Grammar review: -ing clauses and -ed clauses → J4-J8

59.1 Complete these sentences with a preposition from (i) and a verb from (ii). Use an -ing form of the verb or being + past participle, as appropriate. You will need to use some of the words from (i) more than once. (A)

i	after	before	since
	through	while	

ii come interview leave overthrow sell take welcome work

1 Since coming out of hospital, I have been to the gym every day.

2 on TV last night, the minister mentioned that she would be retiring soon.

3 the back off the computer, make sure it is unplugged.

4 the government's new policy, I think it should have been introduced months ago.

5 in a military takeover, the king has been under house arrest.

6 with young children for the last 40 years, she has come to understand their behaviour better than most.

7 in supermarkets, most milk is pasteurised.

59.2 Match the items on the left with those on the right. Then write sentences beginning by + -ing, on + -ing, or in + -ing, as in the example. (B)

- 1 She returned home.
- 2 She gave up sugar.
- 3 She turned down the job.
- 4 She moved to a smaller flat.
- 5 She entered the classroom.
- 6 She criticised her father.
- a She soon began to lose weight.
- b She saved over a hundred pounds a month.
- c She knew that she might offend him.
- d She found Dave waiting outside her front door.
- e She gave up the possibility of a huge salary.
- f She was surprised when all the children stood up quietly.

1+d On returning home, she found Dave waiting outside her front door.

59.3 Rewrite these sentences beginning With... -ing or Without... -ing. (C)

1 We couldn't go on holiday because Kathy had flu.

2 I won't be able to advise you unless I have more information.

3 He had solved the problem, although he didn't realise it.

4 I couldn't wait for Ken any longer as time was running out before the train left.

59.4 Match the sentence halves and write new sentences with a reduced clause, as in the examples in D.

1 When you are in Madrid,...

2 Because he was popular with his fellow pupils,...

3 Although she was exhausted,...

- 4 As she was determined to do well in the concert,...
- 6 Where it is necessary,...
- 5 Since they are attractive to butterflies,...

- a ...she continued to climb.
- b ...the flowers are a welcome addition to any garden.
- c ...she practised for hours every day.
- d ...students can refer to their dictionary.
- e ...he was elected head boy at the school.
- f ...you must visit the Prado Museum.

1+d When in Madrid, you must visit the Prado Museum.

Unit 60	Reflexive pronouns: herself, himself, themselves, etc.
A	In addition to the usual reflexive pronouns (myself, yourself, etc.; see GR: K1–K2) some people use themselves to refer to the person who is the subject of the sentence, to avoid saying whether the subject is male or female: □ The author of the letter describes themselves as 'a senior government official'. □ Who wants to go through life by themselves, without friends?
	Oneself (or less formally yourself) is used to refer to people in general: I think one has to have the courage to be oneself and say whatever comes naturally. (less formally I think you have to have the courage to be yourself)
В	We can use reflexive pronouns for emphasis in various ways (see GR: K2). We also use reflexive pronouns to emphasise that the subject caused a certain action: \[\text{\text{When Tom and Jack saw the robbery they called the police, but then they got arrested.}\] \[\text{\text{When Tom and Jack saw the robbery they called the police, but got themselves arrested.}\] (emphasises that Tom and Jack did something to make the police arrest them) \[\text{\text{When Tom and Jack saw the robbery they called the police, but they got arrested themselves.}\] (emphasises that Tom and Jack were arrested, not the robbers)
C	If the object of a transitive verb refers to the same person or thing as the subject, then that object must be a reflexive pronoun. Compare: He walked around the golf course to familiarise himself with it. and We walked around to familiarise the children with their new surroundings. Other verbs commonly used in this way include absentfrom, availof, busywith, concernwith, occupywith, prideon, tearaway from, troubleabout/with.
	With some verbs we can use a reflexive pronoun or leave it out with little difference in meaning: We are confident that both sets of fans will behave (themselves) at the match. Other verbs like this include acclimatise, adapt, (un)dress, hide, move, prepare, shave, wash. We include the reflexive pronoun if we want to emphasise particularly that the person or thing referred to in the subject is affected by the action: Although he helped other athletes in their preparations for competing at high altitudes, he found it difficult to acclimatise himself.
D	When the subject and object (after a preposition) refer to the same person or thing we use a reflexive pronoun after the preposition:
	If the verb has a direct object we use a personal pronoun, not a reflexive pronoun: \[\subseteq \text{I remember closing the door behind me. (not closing the door behind myself.)}\] However, if the clause has a direct object and we need to make it clear that the subject and prepositional phrase refer to the same person or thing, we use a reflexive pronoun: \[\subseteq \text{She bought the bracelet for herself. ("for her" suggests it was bought for someone else)}\]
E	Myself is sometimes used after and and or rather than 'I' or 'me', although some people consider this use incorrect and avoid it: □ I believe that Tony and myself have done a pretty good job. □ When you've finished the job can you send the bill either to Mrs Smith or myself? Using myself reduces focus on the speaker or writer and so sounds less forceful or more polite.
F	When we want to contrast someone's characteristics with how they were or usually are we can use a possessive pronoun with self or selves: Colin was very cheerful this morning. He didn't seem at all like his usual miserable self. The image that people have of famous actors may not coincide with their real selves.

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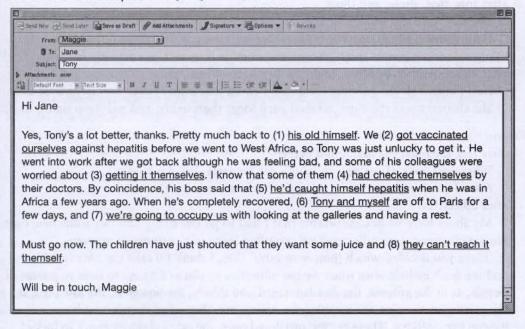
Grammar review: reflexive pronouns → K1-K4

60.1 Complete the sentences with one of these verbs in an appropriate form followed by a reflexive pronoun and, if necessary, a preposition. If the reflexive pronoun can be omitted, put brackets around it. (C)

absent adapt concern dress hide occupy prepare pride trouble

1 She works for a charity which concerns itself with the welfare of children in developing countries.

- 2 She _____ for the interview by reading the job description again.
- 3 It is a town with a long history, that being civilised and sophisticated.
- 4 While I was working, the children ______ reading and drawing.
- 5 When you get to Tokyo, it will take you some time to to the pace of life there.
- 6 Jack just expects to be given a job without making any effort. He won't even filling in any application forms.
- 7 When Marjorie broke her arm she couldn't properly, so I had to go round each morning to help.
- 8 I could see my brother coming through the park, so I _______ behind a tree and waited to surprise him.
- 9 Peter arranged to ______ the company for the first time in his life so that he could spend time with his father in hospital.
- Underline the correct answer. If both answers are possible, notice the difference in meaning. (D)
- 1 Can you post this letter for myself/ me, please?
- 2 All my friends were away, I was bored, and I just didn't know what to do with myself/ me.
- 3 We put the tape recorder on the table between ourselves/ us.
- 4 They dragged the tree behind themselves/ them all the way to the trailer.
- 5 Now that you're a well-known novelist, you must hear a lot about yourself/ you on TV and in the newspapers.
- 6 He ought to be ashamed of himself/ him, being rude to his parents like that.
- 7 She should take care of herself/ her better. She's looking really ill.
- 8 I opened the window in front of myself/ me and took a deep breath of fresh air.
- 60.3 Study the underlined parts of this email. Make corrections if necessary or write ✓. Give alternatives where possible. (A–F)



Unit 61 One and ones

A	We can use one instead of repeating a singular countable noun and ones instead of repeating a plural noun when it is clear from the context what we are talking about: — 'Can I get you a drink?' 'It's okay, I've already got one.' (= a drink) — I think his best poems are his early ones. (= poems)
	We don't use one/ones instead of an uncountable noun: If you need any more paper, I'll bring you some. (notI'll bring you one/ones.) I asked him to get apple juice, but he got orange. (notbut he got orange one/ones.)
	We can't use ones without defining precisely which group of things we are talking about. Instead, we use some. Compare: 'We need new curtains.' 'Okay, let's buy green ones this time./ones with flowers onlthose ones.' and 'We need new curtains.' 'Okay, let's buy some.' (not Okay, let's buy ones.)
В	We don't use one/ones after nouns used as adjectives: □ I thought my key was in my trouser pocket, but it was in my coat pocket. (notmy coat one.)
	Instead of using one/ones after possessive determiners (my, your, her, etc.) we prefer mine, yours, hers, etc. However, a possessive determiner + one/ones is often heard in informal speech I'd really like a watch like yours. (or 'like your one' in informal speech)
	We usually use ones to refer to things rather than people: We need two people to help. We could ask those men over there. (not ask those ones However, ones is more likely to be used in comparative sentences to refer to groups of people: Older students seem to work harder than younger ones. (orthan younger students.) Notice also that we use ones to refer to people in the little ones (= small children), (your) loved ones (= usually close family), (one of) the lucky ones.
c	We can leave out one/ones — ☆ after which: □ When we buy medicines, we have no way of knowing which (ones) contain sugar. ☆ after superlatives: □ Look at that pumpkin! It's the biggest (one) I've seen this year. ☆ after this, that, these, and those: □ The last test I did was quite easy, but some parts of this (one) are really difficult. □ Help yourself to grapes. These (ones) are the sweetest, but those (ones) taste best. (Note that some people think 'those/these ones' is incorrect, particularly in formal English. ☆ after either, neither, another, each, the first/second/last, (etc.): □ Karl pointed to the paintings and said I could take either (one). (oreither of them.) □ She cleared away the cups, washed each (one) thoroughly, and put them on the shelf.
D 122	We don't leave out one/ones − ☆ after the, the only, the main, and every: □ When you cook clams you shouldn't eat the ones that don't open. □ After I got the glasses home, I found that every one was broken. ☆ after adjectives: □ My shoes were so uncomfortable that I had to go out today and buy some new ones. However, after colour adjectives we can often leave out one/ones in answers: □ 'Have you decided which jumper to buy?' 'Yes, I think I'll take the blue (one).' and we don't include ones when we use adjectives in place of nouns to refer to groups of people, as in the affluent, the disadvantaged, the elderly, the homeless, the low-paid, the poot the privileged, the rich, the wealthy, the young, etc. (But when these are ordinary adjectives, we can use ones, e.g. These are the privileged ones; the other children aren't so lucky.)

- 31.1 If necessary, correct these sentences. If they are already correct, write ✓. (A)
 - 1 Chris brought in the wood and put ones on the fire.
 - 2 Normally I don't like wearing a scarf, but it was so cold I put one on.
 - 3 'We've run out of potatoes.' 'I'll get ones when I go to the shops.'
 - 4 We haven't got lemon tea, but you could have mint one instead.
 - 5 Those aren't your gloves. You must have picked up the wrong ones.
 - 6 'What kind of cakes do you like best?' 'Ones with cream inside.'
 - 7 I couldn't fit all the boxes in the car, so I had to leave ones behind and pick it up later.
 - 8 Most of the trees in our garden are less than 10 years old but ones are much older than that.
- i1.2 If appropriate, replace the underlined words or phrases with one or ones. If it is not possible or is unlikely, write No after the sentence. (A & B)
 - 1 I answered most of the questions, but had to miss out some very difficult questions.
 - 2 The female violinists in the orchestra outnumber the male violinists by about three to one.
 - 3 He used to work for a finance company, but he's moved to an insurance company.
 - 4 The issue discussed at the meeting was an extremely complicated issue.
 - 5 'I'll just clean my shoes before we go out.' 'Can you do my shoes, too, please?'
 - 6 Many people are happy about the new road being built, but there are some angry people, too.
 - 7 'Was it these earrings you wanted?' 'No, the earrings on the left of those, please.'
 - 8 Dave is really good at taking photos of old buildings. There's an excellent <u>photo</u> of a local church in his office.
 - 9 'Are you picking Jo up at the train station?' 'No, she's arriving at the bus station.'
 - 10 On one channel was a war film and on the other was a horror film, so I turned the TV off.
 - 11 There are lots of gloves here. Are these your gloves?
- 1.3 If the sentence is correct without the underlined one/ones, put brackets around it (as in 1). If it is not correct without one/ones, write √(as in 2). (C & D)
 - 1 The children had eaten all the pizza and were still hungry so I had to make them another (one).
 - 2 I drove around the houses, looking for the ones with 'For Sale' notices outside. \(\sqrt{} \)
 - 3 I'm not keen on those ones with the cherry on top. I think I'll have a chocolate biscuit instead.
 - 4 I like both of these jackets. I don't know which one to choose.
 - 5 The vases are all handmade and every one looks different.
 - 6 Each winter seemed to be colder than the last one.
 - 7 There are many excellent food markets in town but the main one is near the port.
 - 8 She tried on lots of pairs of shoes and finally chose the purple ones.
 - 9 The books were so disorganised that I soon lost track of which ones I had already counted.
 - 10 I went to a lot of interesting talks at the conference, but the best <u>one</u> was given by a Chinese professor.
 - 11 Mark drove because he was the only one who knew where the restaurant was.
 - 12 Can you remember where you bought this one? I'd like to get one myself.
 - 13 You can buy quite a good guitar for under €200, but the most expensive ones cost thousands.
 - 14 He's just bought a new bike and has offered to give me his old one.

Unit 62 So and not as substitutes for clauses, etc.

SILVER TO SERVE	
A	We can use so instead of repeating an adjective, adverb, or a whole clause: The workers were angry and they had every right to be so. (= angry) John took the work seriously and Petra perhaps even more so. (= took the work seriously) Bob's giving us a lift. At least I presume so. (= that he's giving us a lift)
В	We often use so instead of a clause after verbs concerned with thinking, such as be afraid (expressing regret), appear/seem (after 'it'), assume, believe, expect, guess, hope, imagine, presume, suppose, suspect, think; and also after say and after tell (with an indirect object): 'Is Tony going back to Scotland to see his parents this summer?' 'I've no idea, but I would imagine so. He goes most years.' I found it ridiculous, and said so./and told them so. (= that I found it ridiculous)
	Notice that we don't use so after certain other verbs, including accept, admit, agree, be certain, doubt, hear, know, promise, suggest, be sure: Liz will organise the party. She promised (that) she would. (not She promised so.) 'Will Ken know how to mend it?' 'I doubt it./ I doubt (that) he will.' (not I doubt so.) In informal English, particularly in an argument, we can use 'I know so'.
c	In negative sentences, we use not or notso : □ Is the Socialist Party offering anything new in its statement? It would <i>appear</i> not . □ They want to buy the house, although they didn't say so directly.
	We can use either not or notso with appear, seem, suppose: \['I don't suppose there'll be any seats left.' 'No, I don't suppose so.' (orI suppose not.)
	We prefer notso with believe, expect, imagine, think. With these verbs, not is rather formal: 'Will we need to show our passports at the border?' 'I don't think so.' (rather than I think not.)
	We use not with be afraid (expressing regret), assume, guess (in the phrase 'I guess', = 'I think'), hope, presume, suspect: \['You'd better do it yourself. Brian won't help.' 'No, I guess not.' (not No, I don't guess so.
	Compare the use of not (to) and notso with say: 'Do we have to do all ten questions?' 'The teacher said not.' (= the teacher said that we didn't have to) or 'The teacher said not to.' (= the teacher said that we shouldn't) 'Do we have to do all ten questions?' 'The teacher didn't say so.' (= the teacher didn't say that we should do all ten, but perhaps we should)
D	We can use so in a short answer, instead of a short answer with 'Yes,', when we want to say that we can see that something is true, now that we have been told, particularly if we are surprised that it is true. In answers like this we use so + pronoun + auxiliary verb (be, can, etc.): 'Jack and Martha are here.' 'So they are.' (or Yes, they are.) (= I can see that, too, now) However, to indicate that we already know something we use 'Yes,', not 'So'. Compare: 'Your bike's been moved.' 'So it has./Yes, it has. I wonder who did it.' (= I didn't know before you told me) and 'Your bike's been moved.' 'Yes, it has. Philip borrowed it this morning.' (= I knew before you told me; not So it has.)
E	We can use so in a similar way in short answers with verbs such as appear (after 'it'), believe, gather, hear, say, seem, tell (e.g. So she tells me.), understand. However, with these verbs, the pattern implies 'I knew before you told me': _ 'The factory is going to close.' 'So I understand.' (= I've heard that news, too) _ 'I found that lecture really boring.' 'So I gather. (= I knew that) I saw you sleeping.'
124	Grammar review → K10–K12

62.1	Complete the sentences with so, as in 1. If it is not possible, complete the sentences with an appropriate that-clause, as in 2. (B)
	1 'Is Don ill again?' 'Well, he hasn't come to work, so I assume
	2 'Will we need to pay to get in?' 'I doubt that we will .' 3 'Will you be able to come over this weekend?' 'I hope
	4 'Can you give me a lift to work?' 'I suppose
	5 'Is this one by Van Gogh, too?' 'I think
	6 'Apparently Carol's getting married again.' 'Yes, I hear
	7 'The weather's awful, so we'll need to take a taxi.' I guess
	8 'Will the decorator be finished this week?' 'He says
	9 'You will remember to pick me up at 1.00, won't you?' 'I promise
	10 'I hope I'll be able to get a ticket.' 'I'm sure
52.2	
32.2	possible, give them both. (B & C)
	1 'Do you know where the post office is?' 'I 'm afraid not' (be afraid)
	2 'Karl's drawing is wonderful, but he's certainly no artist. He must have had some help.' 'When I asked him he
	3 'With the children being ill I haven't had time to do much housework.' 'No, I
	4 'Did I leave my handbag in your car yesterday?' 'I
	5 'Will Alex be staying with us for the whole summer?' 'I
	6 'I'm sure the bank has charged me too much. Will they refund the money?' 'I
	7 'Didn't Alice hear you?' 'It
ŀ	8 'The test results were terrible. Do you think the students understood the questions?' 'I
	9 'What did you think of Amanda's work?' 'Well, I thought it was pretty awful, although I
2.3	Complete these conversations with an appropriate short answer beginning Yes, Give an alternative answer with So if possible. (D)
	1 'That horse is walking with a limp.' 'Yes, it is. (or So it is.) Perhaps we should tell the owner.'
	2 'The children from next door are taking the apples from our trees.'
	I said they could come round and get them.'
	3 'The cassette player's gone again.'
	4 'I told you I'd be late for work today.' ', I agree. But you didn't say how late – it's nearly 2.00.'
2.4	Choose any appropriate short answer beginning So to respond to the comments below, saying that you already knew what is being said. Use the verbs in E opposite.
	1 'My car won't start again.' So I hear.
	2 'Eva's not very well.'
A	3 'The class has been cancelled again.'
	4 'I see income tax is going up.'
1	5 'Bob's moving to Berlin.'

Do so; such

Do so

Α

We use do so (or does so, did so, doing so, etc.) instead of repeating a verb phrase (a verb and what follows it to complete its meaning) when it is clear from the context what we are talking about:

- ☐ She won the competition in 1997 and seems likely to do so (= win the competition) again this year.
- □ Dr Lawson said, 'Sit down.' Katia did so (= sat down), and started to talk about her problems.
- ☐ The climbers will try again today to reach the summit of the mountain. Their chances of doing so (= reaching the summit of the mountain) are better than they were last week. (In very formal English we can also use so doing.)
- □ When he was asked to check the figures, he claimed that he had already done so. (= checked the figures)

Do so is most often used in formal spoken and written English. In informal English we can use do it or do that instead:

- ☐ Mrs Bakewell waved as she walked past. She does so/it/that every morning.
- □ Ricardo told me to put in a new battery. I did so/it/that, but the radio still doesn't work.

We can also use do alone rather than do so in less formal English, especially after modals or perfect tenses (see also B):

- □ 'Will this programme work on your computer?' 'It should do.'
- ☐ I told you that I'd finish the work by today, and I have done. ('have' is stressed here)

В

We can use do so instead of verbs that describe actions, but we avoid do so with verbs that describe states and habitual actions. Compare:

- ☐ 65% of the members voted for Ken Brown this time, whereas 84% did so last year.
- Kenyon confessed to the murder, although he only did so after a number of witnesses had identified him as the killer.
- □ I gave her the medicine, and I take full responsibility for doing so. and
- ☐ Stefan doesn't like Porter's films but Bridget does.
- ☐ He earned a lot more than I did.
- ☐ I don't have time to go swimming every day, but I usually do.

C

Such

We can use such + (a/an) + noun to refer back to something mentioned before, with the meaning 'of this/that kind'. We use such + noun when the noun is uncountable or plural, and such + a/an + noun when the noun is countable and singular. Such is used in this way mainly in formal speech and writing:

- ☐ The students refer to teachers by their first names and will often criticise them for badly-prepared lessons. Such behaviour is unacceptable in most schools. (more informally Behaviour like this...)
- □ When asked about rumours that the company is preparing to lose more than 200 jobs, a spokeswoman said: 'I know of no such plans.' (more informally ...no plans of this kind.)
- ☐ They needed someone who was both an excellent administrator and manager. Such a person was not easy to find. (*more informally* A person like this...)
- □ We allow both men and women to have time off work to bring up children. We were the first department to introduce such a scheme. (more informally ... a scheme like this.)

X	ercises	Jnit 63
3.1	Make the two sentences into one, joining them with either and or but as appropriat second part of the sentence use a form of do followed by so instead of repeating the object/ complement. (A)	
	1 Johnson never won an Olympic medal. He twice came close to winning an Olympic Johnson never won an Olympic medal, but twice came close to doing so.	
	2 She was asked to teach more classes. She was happy to teach more classes.	
	3 My French hosts gave me snails to eat. I ate them very reluctantly.	
	4 The company wanted to build a new dam on the site. They were prevented from bedam by local opposition.	ouilding the
	5 All EU countries agreed to implement the new regulations on recycling plastic. So Finland and Austria have implemented the new regulations.	far only
	6 The water freezes in the cracks in rocks. As it freezes, it expands.	
3.2	Complete these sentences with a form of do followed by so only if possible. (B) 1 If you have not already handed in the form, then please	ay.
	3 He jumped down from the window, but in twisted his ankle.	
	4 I know that many people don't enjoy Felipe's films, but I	
	 5 Anyone crossing the railway at their own risk. 6 I thought Pete was joking when he said these apples smell like oranges. But they 	
	7 When we play tennis Kathy usually wins, and she gets upset if I	•
3.3	Complete the sentences with such or such a/an followed by one of these words. Use or plural form of the word as appropriate. (C)	a singular
10	claims destruction device project research tactics	
	1 Manufacturers often claim that their washing machines have built-in computers, b really a computer insuch_a_device_?	ut is there
	2 After Professor Jones spoke about his work on climate change, he called on the go put more money into	vernment to
	3 Television is sometimes said to harm children's social development, yet the evidenc	e for
	4 The new power station would undoubtedly create new jobs, but has the environment of been considered fully?	ental impact
	5 The earthquake demolished nearly all the houses in the town. The country has rare before.	ely seen
	6 United played very defensively in the second half, but were criticised team's supporters.	by the
3 4	Rewrite the sentences in 63.3 to make them less formal, as in 1. (C)	
10	1 but is there really a computer in a device like this? (or like that	t ?)

More on leaving out words after auxiliary Unit 64 verbs To avoid repeating words from a previous clause or sentence we use an auxiliary verb (be, have, can, will, would, etc.) instead of a whole verb group (e.g. 'has finished') or instead of a verb and what follows it (e.g. 'like to go to Paris'): ☐ She says she's finished, but I don't think she has. (instead of ...has finished.) "Would any of you like to go to Paris?" 'I would." (instead of I would like to go to Paris.) If there is more than one auxiliary verb in the previous clause or sentence, we leave out all the auxiliary verbs except the first instead of repeating the main verb. Alternatively, we can use two (or more) auxiliary verbs: ☐ Alex hadn't been invited to the meal, although his wife had. (or ...had been.) □ 'They could have been delayed by the snow.' 'Yes, they could.' (or ...could have (been).) В If there is no auxiliary verb in the previous clause or sentence, or if the auxiliary is a form of do, we can use a form of do instead of repeating the main verb. We use do when the main verb is a present simple form and did when it is a past simple form: Monica plays golf on Saturdays, and I do too. (instead of ... and I play golf on Saturdays too.; '...and so do I' is also possible) ☐ 'I didn't steal the money.' 'No-one thinks that you did.' (instead of ...thinks that you stole it.; 'No-one thinks so' is also possible.) If be is the main verb in the previous clause or sentence, we repeat a form of the verb be: ☐ 'The children are noisy again.' 'They always are.' If have or have got is the main verb in the previous clause or sentence, we can usually use a form of either do or have: □ 'Do you think I have a chance of winning?' 'Yes, I think you have.' (or ...you do.; 'Yes, I think so' is also possible.) Even if he hasn't got a map himself, he may know someone who has. (or ...who does.) However, if we use have + noun in the previous clause or sentence to talk about actions (have a shower, have a shave, have a good time, etc.) we prefer do: ☐ I wasn't expecting to have a good time at the party, but I did. Notice that sometimes we can use either do, be or have with a similar meaning (see also C): I asked Suzie to tidy her room, and she has/did. ('has' replaces 'has tidied her room'; 'did' replaces 'tidied her room'.) If we use have as an auxiliary verb, we can often follow it with done instead of repeating the main verb. This happens particularly in spoken English: 'She's never made a mistake before.' 'Well, she has (done) this time.' However, this is usually not possible when the verb being substituted is intransitive: ☐ 'They've already gone.' 'I don't think Bob has.' (not ... Bob has done.) Similarly, after a modal auxiliary verb (can, could, may, might, must, ought to, shall, should, will, would) we can use do, particularly in spoken English: 'Will you be seeing Tony today?' 'I might (do).' Sometimes we can use be instead of do with a similar meaning (see also D): □ 'Will you be seeing Tony today?' 'I might (do/be).' ('do' replaces 'see Tony today'; 'be' replaces 'be seeing Tony today'.) If we use be as an auxiliary verb in the previous clause or sentence, we can use be after a modal: ☐ 'Is Ella staying for lunch?' 'Yes, I think she will (be).' (or ...she will do.) However, if be is used as a main verb in the previous clause or sentence, or as an auxiliary verb within a passive, we can usually leave out be after a modal in informal contexts only. Compare:

☐ 'John's late again.' 'I thought he might (be).' and

It has been found that the comet is made entirely of gas, as it was predicted it would be.

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- 64.1 By omitting parts of the sections in italics, you can leave short answers. Indicate which parts you would leave out. Give all answers if more than one is possible. (A)
 - 1 'Have you ever played squash before?' 'Yes, I have played squash before.'
 - 2 'I suppose we should have booked tickets in advance.' 'Yes, we should have booked tickets in advance.'
 - 3 'Do you think you'll be staying in New Zealand permanently?' 'Yes, we might be staying in New Zealand permanently.'
 - 4 'All the parking places will probably have been taken by now.' 'Yes, I'm sure they will have been taken by now.'
 - 5 'Have you had dinner yet?' 'No, I haven't had dinner yet.'
 - 6 'Are you going to Steve's party?' 'Yes, I am going to Steve's party.'
 - 7 'If Diane hadn't given you a lift you would have missed the train.' Yes, I would have missed the train.'
 - 8 'Can you see Joe anywhere?' 'No, I can't see him anywhere.'
 - 9 'Did you see that cyclist go through the red light? He couldn't have been looking.' 'No, he couldn't have been looking.'

64.2	Complete the sentences with an appropriate form of do, be or have. If more than one answer is possible, give them both. Put brackets around the word you have written if it can be left out, and write (done) after a form of have to show in which sentences this might be added. (B & C
	1 As a child I always enjoyed watching cartoons on TV, and I still
	2 I haven't finished doing the translation yet, but I will by tomorrow morning.
	3 Paul keeps promising to write, but he never
	4 Have a shower if you want, but take a towel from the cupboard when you
	5 'It costs a fortune to rent a flat in the city centre.' 'I'm sure it must
	6 I was hoping Derek had an electric drill that I could borrow, but he
	7 I'm not a member of the tennis club myself, but I know someone who
	8 I told the class that they had to hand in their books by 9.00 and they all
	9 'Have you got a copy of Great Expectations?' 'Yes, I think I
	10 'I've got a hundred pounds with me. Will that be enough to pay for the meal?' 'It should
64.3	Complete the sentences with might, should, will or would as appropriate, giving alternatives where possible. If necessary, write be after the modal, or (be) if it is possible to either include or leave it out. (D)
	1 It's not snowing at the moment, but they say it will/ might (be) later.
	2 'My photograph was awarded first prize.' 'I thought it
	3 'Are they staying for lunch?' 'They I'll ask them.'
	4 'Are you revising a lot for the exams?' 'Not as much as I, I'm afraid.'
	5 The wreck of the ship was just a few metres from the shore, as it was claimed it
	6 Bill says he's very sorry – as he
	7 The book is a bestseller, as we hoped it

8 Chris was cleaning the house when I got home, as I hoped he ...

Unit 65 Leaving out to-infinitives

A	We can sometimes use to instead of a clause beginning with a to-infinitive when it is clear from the context what we are talking about: □ I wanted to come with you, but I won't be able to. (instead ofto come with you.) □ 'I can't lend you any more money.' 'I'm not asking you to.' (instead ofto lend me any more money.) □ It might have been better if Rosa had asked for my help, but she chose not to. (instead ofchose not to ask for my help.)
	However, when we use the verb be in the previous sentence or clause the to-infinitive form of l is repeated in the next clause or sentence: □ Simon was frightened – or maybe he just pretended to be. (notjust pretended to.) □ The report is very critical and is clearly intended to be. (notclearly intended to.)
В	After most nouns and adjectives that can be followed by a to-infinitive clause, we can leave out the to-infinitive clause or use to: I'm not going to write another book – at least I don't have any plans (to). (orplans to write another book.) Could you and Tom help me move house?' 'Well, I'm willing (to), and I'll ask Tom.' Other nouns and adjectives like this include chance, idea, opportunity, promise, suggestion; afraid, delighted, determined.
	We can also leave out a to-infinitive or use to with verbs such as agree, ask, begin, forget, promise, refuse, start, try: Robert will collect us by 10 o'clock. He promised (to). 'You were supposed to buy some sugar.' 'Sorry, I forgot (to).'
	After verbs which must have a complement (i.e. a phrase which completes the meaning of the verb) we can't leave out to: □ I admit that I took her watch, but I didn't mean to. □ 'Please suggest changes to the plans if you want.' 'I intend to.' □ Have you thought about getting vaccinated against cholera before going there? I'd certainly advise you to. Other verbs like this include afford, be able, choose, deserve, expect, fail, hate, hope, love, nee prefer.
C	After want and would like in <i>if</i> -clauses and <i>wh</i> -clauses we can often leave out a to-infinitive of use to: You're welcome to dance <i>if</i> you'd like (to). You can do <i>whatever</i> you would like (to). Come and see us <i>when</i> you want (to). In other clauses (not <i>if</i> - and <i>wh</i> -clauses) we include to: I was planning to see you tomorrow, and I would still like to. They offered to clean your car because they really want to, not because they hope to be paid.
	In <i>if</i> -clauses and <i>wh</i> -clauses we usually leave out to after like. Compare: □ You can have one if you like. <i>and</i> You can have one if you'd like (to). □ Leave whenever you like. <i>and</i> Leave whenever you'd like (to).
	However, we include to with negative forms of want, would like, and like, including in if- clauses and wh-clauses: 'Shall we go and visit Julio?' 'I don't really want to.' I should have phoned Jo last night, but it was so late when I got home I didn't like to. 'He won't mind you asking him for a loan.' 'Oh, no, I wouldn't like to.'

Exercises Unit 65

65.1		omplete the sentences with one of the follo ame word in each sentence in the pair. Use t			
		appeared claims expected need	used		
	1	a Is she really as good at tennis as she	aims to be ?		
		b The present government doesn't represen		although it	
	2	a We don't get paid to work overtime, but			
		b The Pantheon in Rome wasn't anything	like I	it	
	3	a She occupies a much less important role	in the company than she		
		b Derek has lost a lot of weight. He's muc	h thinner than he		
	4				
		b 'Shall I bring a calculator to the exam?'	'No you don't	Thev'll	
		be provided.'	110, you don't	. They ii	
	5	a Some people thought that Katie was lazy	y, but she studied much ha	arder than she	
		b Tom was working hard at the computer	– or at least he		
65.2	C	omplete the sentences. Write to if it must b	e used; write (to) if it can	be either included or left	
	01	ut. (B)			
	1 I've always wanted to go white-water rafting, but I've never had the opportunitybefore.				
	2	James had to admit that he'd failed, even the	rough he obviously hated		
	3 When the police officer told the crowd to leave the square they refused				
	4 I don't have to walk to work. I do it because I choose				
	5 We didn't want Pam to leave college, but she was determined				
	6 Spain won 3-nil, and deserved, after a fine performance.				
	7	'Shall we ask Dad before we borrow the ca	r?' 'Yes, it might be a goo	d idea	
	8 'Would you present the prizes for the competition?' 'I'd be delighted				
		'Would you like to travel first class?' 'Well,			
		I was hoping to go to Russia this year, but			
	10	I was noping to go to Russia this year, but	r can t anord	•	
65.3		necessary, correct the responses (B's parts) rite \checkmark . (C)	in these conversations. If	they are already correct,	
	1	A: Can I have a biscuit?	B: Take more than one if	you like to.	
	2	A: When shall we start playing the music?	B: Whenever you'd like.	Same and the same of the same	
	3	A: Will Rosa be able to play?	B: I asked her, but she say	ys she doesn't want.	
	4	A: I can't come out tonight, I'm seeing Emma	a. B: She can join us, if she's	d like to.	
	5	A: Where are you going to in Norway?	B: I haven't decided yet. I	'll just go where I want.	
		A: I don't think I'll go after all.		have to if you don't want.	
	7	A: Can the children come too?	B: Yes, of course, if they	want.	
	8	A: Shall we go out walking tomorrow?	B: Yes, I'd like very much		
	9	A: Could I ask you a personal question?	B: Of course. Ask anythin	ng you like to.	
	10	A: Did you ask Dr Jones to help you?	B: No, he was very busy,	so I didn't like.	
	11	A: Where shall I put this painting?	B: You choose. Put it who	ere you want to.	

66	Position of adjectives
A	Many adjectives can be used either before the noun they describe, or following linking verbs such as appear, be, become, feel, get, and seem (see Unit 21). Compare: □ The high price surprised him. and □ The price seemed high.
В	Some adjectives are seldom or never used before the noun they describe. These include − ⇒ some adjectives formed by adding a prefix 'a-', often to a noun or verb: afraid, alike, alive, alone, ashamed, asleep, awake, aware: □ The horse was alone in the field. (but not The alone horse) Some of these adjectives with an 'a-' prefix have related adjectives that can be used either before a noun or after a linking verb. Compare: □ The animal was alive. and A living animal. (or A live animal./ The animal was living.) Other pairs like this include afraid – frightened, alike – similar, alone – lone, asleep – sleeping.
	 ⇒ some adjectives used to describe health and feelings: content, fine, glad, ill (but note 'ill health'), sorry, (un)sure, upset (but 'an upset stomach'), (un)well (but 'He's not a well man'):
C	Emphasising adjectives are used to emphasise your feelings about something. Compare: □ I felt a fool. and □ I felt a complete fool. (for emphasis) Some emphasising adjectives (such as complete, and also absolute, entire, mere, sheer, total, utter) are seldom or never used after a linking verb: □ It was a total failure. (but not usually 'The failure was total.')
	Classifying adjectives are used to say that something is of a particular type. For example, we can talk about 'democratic decisions', where 'democratic' distinguishes them from other types of decision. Other classifying adjectives include atomic, chemical, cubic, digital, environmental, medical, phonetic; annual, general, occasional, northern (etc.), maximum, minimum, underlying. Classifying adjectives are seldom or never used after a linking verb: \[\textsim \text{a nuclear} \text{explosion} \text{(but not usually} \text{ 'The explosion was nuclear', unless we particularly want to emphasise a contrast with other kinds of explosion)}
	Qualitative adjectives are used to give the quality that a thing or person has. We use them either directly before a noun or after a linking verb. Compare:
	Note that some classifying adjectives can also be used with different meanings as qualitative adjectives and placed after a linking verb. Compare: □ The country's economic reforms. and □ The process isn't economic. (= not profitable) Other adjectives like this include academic, conscious, educational, (il)legal, scientific.
D	Many adjectives can be used immediately after a noun, at the beginning of a reduced relative clause (see Unit 69B). For example −
132	☐ It is a treatment suitable for all children with asthma. ☆ the adjectives concerned, involved, opposite, present, proper, responsible. These words have different meanings when they are used before a noun and immediately after it. Compare: ☐ All the people present (= who were there) approved of the decision. and ☐ I was asked for my present address. (= my address now)

66.1	Suggest corrections to these sentences, or write ✓ if they are already correct. (B)
	1 After the accident I tried to comfort the upset driver of the car. After the accident I tried to comfort the driver of the car, who was upset.
	2 In the distance I could see an alone figure walking towards me.3 It wasn't a great surprise when Ken died as he hadn't been a well man for years.
	4 I remember her as a glad person who was always smiling.
	5 He stood at the bedroom door, looking at his asleep daughter.
	6 The fire on the ship is now under control, but there are still a lot of afraid passengers on
	board.
	7 She spent most of her life nursing seriously ill children in the hospital.
	8 The two children were of an alike age.
	9 We were unsure which way to go.
	10 The sorry girls apologised to their teacher for their behaviour.
66.2	Choose one pair of words to complete each pair of sentences. In some sentences, you can use either adjective in the pair, in which case write them both; in others you can use only one of them. (C)
	domestic – unsafe educational – entertaining inevitable – utter legal – stupid serious – underlying
	1 a The experiment was a/an failure.
	b After Dr Owen left the project, its failure was
	2 a None of the equipment in the warehouse is
	b All equipment should be switched off at the end of the day.
	3 a The trip to the wildlife park was a/an experience.
	b The toys were and the children played with them for hours.
	4 a The fault in the computer system is enough to disrupt all the work in the office.
	b The problem has not yet been solved.
	5 a He was involved in a argument with his neighbour over some trees in the garden.
	b It's completely to charge a fee for entry into the museum.
6.3	Write the word given in brackets in one of the spaces in each sentence, either before or after
	the noun. If both positions are possible, indicate this. (D)
	1 The party was excellent, and I'd like to thank all the
	(concerned)
	2 As the minister for the health service, I think he should resign. (responsible)
	3 The new machinery was intended to increase output, but it seems to have had the
	4 The pond on the village green was filled in with the approval of most local residents. (apparent)
	5 Children are only admitted when accompanied by a/an
	6 It's the only room in the hotel that night. (available)
	7 I live on one side of the road and my mother lives in the
	8 Cars drive too fast past the school and teachers have complained
	to the police. (concerned)
	9 There is financial advice if you need it. (available)

Gradable and non-gradable adjectives (1)

A

If an adjective is *gradable* it can be used with adverbs such as **very** or **extremely** to say that a thing or person has more or less of a particular quality. Here are some examples of adjectives used as gradable in their most common meanings:

Grading adverbs

a bit, dreadfully, extremely, hugely, immensely, intensely, rather, reasonably, slightly, very angry, big, busy, clever, common, deep, fast, friendly, happy, important, low, popular, quiet, rich, strong, weak, young

Gradable adjectives

☐ She was extremely rich.

☐ The people there are reasonably friendly.

Non-gradable adjectives are not used with adverbs such as very or extremely because we don't usually imagine degrees of the quality referred to. With non-gradable adjectives we can use adverbs which emphasise their extreme or absolute nature, such as absolutely, completely, etc. Many classifying adjectives (see Unit 66) are usually non-gradable. Adverbs such as almost, exclusively, etc., which indicate the extent of the quality, are commonly used with classifying adjectives. Here are some examples of adjectives used as non-gradable in their most common meanings:

+

Nongrading adverbs absolutely, completely, entirely, perfectly, practically, simply, totally, utterly, virtually; almost, exclusively, fully, largely, mainly, nearly, primarily

awful, excellent, huge, impossible, superb, terrible, unique, unknown, whole; domestic, environmental (see Unit 66C)

Nongradable adjectives

 She gave us a completely impossible problem to solve. ☐ It was absolutely superb.

Gradable adjectives are sometimes used with non-grading adverbs such as **absolutely** and **totally**, and non-gradable adjectives are sometimes used with grading adverbs such as **extremely**, **rather** and **very**, particularly when we want to give special emphasis or when we are being humorous (see also Unit 68):

- □ What you're asking isn't just difficult it's extremely impossible! (grading adverb + non-gradable adjective)
- ☐ You've won a hundred pounds? Wow, you're virtually rich! (non-grading adverb + gradable adjective)

Note that not all the adverbs can go with all the adjectives given in each of the tables above. For example, we can say 'absolutely huge', but we wouldn't usually say 'completely huge' unless it was for particular emphasis or for humour.

В

The adverbs fairly (= to quite a large degree, but usually less than 'very'), really (= 'very (much)') and pretty (= similar to 'fairly'; used in informal contexts) are commonly used with both gradable and non-gradable adjectives:

- ☐ She's fairly popular at school.
- ☐ I'm really busy at the moment.
- ☐ It's a pretty important exam.
- ☐ It was a fairly awful film.
- ☐ The flooding was really terrible.
- ☐ The bill was pretty huge.

However, notice that we don't generally use fairly (or very) with gradable adjectives such as essential, invaluable, perfect, superb, tremendous and wonderful which indicate that something is very good or necessary:

- □ Some experience is really/pretty essential for the job. (not ...fairly essential...)
- ☐ The weather that day was really/pretty perfect. (not ...fairly perfect.)

67.1 Write very in the spaces before gradable adjectives. (There are 5 of these.) Before the nongradable adjectives write the following adverbs. Try to use a different one each time. (A)

	absolutely almost completely exclusive	y	largely mainly practically
1	The bridge is nowcomplete.	8	I was in a/an permanent
2	He acted in a/an professional		state of suspense.
	way.	9	I thought she was attractive
3	The material is cotton.	10	Until last year the club was
4	The food was excellent.		male.
5	Her explanation wasclear.	11	Small black cars are not
6	Their actions wereillegal.		visible.
	The new restaurant ispopular.	12	The railway is underground

- 67.2 Use an adverb + adjective in your response, as in 1. (A) How would you feel if...
 - 1 a friend said s/he had just won a million pounds? I'd be absolutely delighted.
 - 2 your best friend told you s/he was emigrating to Australia?
 - 3 someone broke a window in your house or flat?
 - 4 a complete stranger told you that you were very beautiful/handsome?
 - 5 you lost some airline tickets you had just bought?
- 67.3 Make corrections to the italicised parts of this text where necessary. (A)

Dear Alan

I'm writing this letter from my new flat in Stratford. It's in an (1) absolutely old building which was (2) totally renovated last year. Fortunately, I didn't have to do much decorating when I moved in. As you know, I'm (3) hugely useless at DIY so I was (4) absolutely happy about that. The building is (5) reasonably unique in this part of Stratford, as most others around are (6) rather modern, and the view across the river from my sitting room is (7) simply superb. The flat's (8) simply small, but (9) completely comfortable for me.

My neighbours are (10) very friendly and usually (11) fully quiet. The only problem is that the woman upstairs plays the trumpet and I find it (12) a bit impossible to read when she's playing. I get (13) slightly angry about this, but she doesn't play for long each time, so it's not an (14) extremely terrible problem.

I know that the weather has been (15) *dreadfully awful* recently, so it's been difficult to for you to get here, but you must come over one evening. There's an (16) *absolutely marvellous* restaurant nearby that we could go to.

Hope all is well,

Eva

- 67.4 Cross out any incorrect or unlikely alternatives. (B)
 - 1 Her advice was fairly/ really invaluable.
 - 2 Our neighbours are really/ fairly friendly.
 - 3 I thought his performance as Hamlet was fairly/ really tremendous.
 - 4 The children kept pretty/ very quiet during the concert.
 - 5 The view from the window was very/ pretty wonderful.
 - 6 Their co-operation is *prettyl very* essential if we want the project to go ahead.
 - 7 The weather was really/ fairly perfect for a long walk.
 - 8 In this photograph she looked really/ very young.
 - 9 The workmanship in the furniture was prettyl very superb.
 - 10 The disease is fairly/ pretty common in this part of the country.

Gradable and non-gradable adjectives (2)

ш	
	Some adjectives have both gradable and non-gradable senses. (i) Some adjectives have different senses when they are gradable and non-gradable. Compare: Smith is a very common name. (= frequently found; gradable) and We have a lot of common interests. (= shared; non-gradable; not very) The house is very old. (= existed many years; gradable) and I met my old politics professor the other day. (= former; non-gradable; not very) Sue's shoes are very clean. (= not dirty; gradable) and He left the town because he wanted to make a clean break with the past. (= starting again in different circumstances; non-gradable; not very)
l	Other adjectives like this include civil, clean, critical, electric (= 'exciting' when gradable), empty, false, late, odd, original, particular, straight.
	(ii) Some adjectives have similar meanings when they are gradable and non-gradable. However, when they are gradable we talk about the quality that a person or thing has (i.e. they are <i>qualitative</i> adjectives and therefore can be used with an adverb), and when they are non-gradable we talk about the category or type they belong to (i.e. they are <i>classifying</i> adjectives). Compare:
١	 □ I don't know where he came from, but he sounded slightly foreign. (= not from this country; gradable) and □ She is now advising on the government's foreign policy. (= concerning other countries;
	non-gradable) □ They had a <i>very</i> public argument. (= seen/heard by a lot of people; gradable) <i>and</i> □ He was forced to resign by public pressure. (= from many people in the community; non-gradable) □ She had a <i>rather</i> wild look in her eyes. (= uncontrolled or frightened; gradable) <i>and</i> □ Even if it is raised by humans, a lion will always be a wild animal. (= not tame; non-gradable)
l	Other adjectives like this include academic, adult, average, diplomatic, genuine, guilty, human, individual, innocent, mobile, private, professional, scientific, technical, true.
	(iii) When nationality adjectives are non-gradable we mean that a person or thing comes from a particular country; when they are gradable we mean that they have supposed characteristics of that country. Compare: □ There's a shop around the corner that sells Italian bread. and
ı	☐ Giovanni has lived in Britain for 20 years, but he's still very Italian.
	In spoken English in particular, we can use good and, lovely and, and nice and followed by another gradable adjective in order to emphasise the second adjective. Possible patterns include: good and ready and more colloquially good and proper/relaxed/strong (but not usually 'good and beautiful/rich/tall'); lovely and cosy/dry/sunny/warm (but not usually 'lovely and decent/empty short'); nice and bright/clean/cold/comfortable/early/fresh/quiet/simple/soft/tidy/warm (but not usually 'nice and interesting/handsome/exciting'): □ If you're all feeling good and relaxed after the break, let's get on with the meeting. □ It's lovely and warm in here. Freezing outside, though. □ 'Shall we get some strawberries?' 'Yes, they look nice and fresh.'
	We can also link comparative adjectives (see Unit 72) with and to talk about an increasing degre of the quality described in the adjective. We use more and more + adjective in a similar way:

☐ The taxi driver just drove faster and faster and faster until I told him to stop, and I got out.

8.1	Choose from these adjectives to complete the sentences. Use each of the adjectives twice, once with a gradable sense and once with a non-gradable sense. With a gradable sense, write very before the adjective. It may help to use a dictionary for this exercise. (Ai)						
	critical empty false late original straight						
	 The novel was praised by the judges for its <u>very original</u> use of language. I wasn't frightened by the manager's warning that I would be dismissed if I came late again was just a/an <u>threat that she had used before.</u> The train is <u>again.</u> I wonder if the bad weather has delayed it. 	. It					
	4 The report was of the police officers involved in the investigation.						
	5 I had a/an choice between working for my father and having no job at all.						
	6 She was accused of giving information during the trial.						
	7 After such a long period without rain, the reservoirs are now						
	8 The driver of the overturned lorry was in a/an condition in hospital last nigh	t.					
	9 I was given the oil painting by my uncle Simon.						
	10 The fireplaces had been removed and replaced by more modern ones.						
	11 The path to the summit of the hill was and steep.						
	12 Many of the people I met were quite sincere, but some seemed, so that I coul never be sure if they meant what they said.	d					
8.2	Complete the sentences with these adverb + adjective phrases. Use the same adjective in each pair of sentences, but include the adverb in only one. The first pair is done for you. (Aii) (largely) academic (fairly) average (extremely) diplomatic (very) human (intensely) private (highly) technical	h					
	1 a The <u>average</u> temperature on the island is a pleasant 23.4°C.						
	b Brecston is a/an fairly average town in the south of England.						
	2 a The instructions were and clearly meant for an expert.						
	b Paul got a job providingsupport for people having computing problems. 3 a Being frightened in this situation is aresponse and nothing to be ashamed of. b Near the top of the mountain there were signs ofhabitation, perhaps centuries old.						
	4 a I found it difficult to understand the talk that Professor Downs gave. b The standards at the school are very high.						
	5 a He worked hard to afford a education for his three children.						
	b She was a/an person and had few close friends.						
	6 a After Mary left university she worked in the service for a number of years b When he was asked to comment on the French President's decision he gave a/an answer, not wanting to appear critical.	•					
8.3	Suggest a phrase to complete each sentence. Begin with good/lovely/nice + and and then choose an appropriate adjective, as in 1. (B)						
	1 Now that the room is painted yellow, it looks lovely and bright.						
	2 I've put you in the spare room at the back of the house, so it'll be						
	3 'Have you felt the material my new coat's made of?' 'Oh, it's						
	4 The oranges looked quite old, but when I cut into them they were						
	5 There's no point in trying to persuade Tom. He won't make up his mind until he's						

Unit	Participle adjectives and compound
69	adjectives
A	Some -ing forms (present participles) and -ed forms (past participles) of verbs can be used as adjectives. Most of these participle adjectives can be used before the noun they describe or following linking verbs (see Unit 21): The hotel had a welcoming atmosphere. I found this broken plate in the kitchen cupboard. The students' tests results were pleasing. My mother seemed delighted with the present.
В	We can use many participle adjectives <i>immediately</i> after nouns when they identify or define the noun. This use is similar to defining relative clauses (see GR: J1–J2) and they are often called 'reduced relatives': □ I counted the number of <i>people</i> waiting. (orpeople who were waiting.) □ We had to pay for the <i>rooms</i> used. (orthe <i>rooms</i> that were used.)
	Some of these are rarely used before the noun: □ None of the candidates applying was accepted. (but notthe applying candidates) □ My watch was among the things taken. (but notthe taken things.) Participle adjectives like this include caused, found, included, provided.
	Others can be used before or immediately after nouns. For example, we can say: Rub the area infected with this cream. or Rub the infected area with this cream. The crowd watching grew restless. or The watching crowd grew restless. Participle adjectives like this include affected, alleged, allocated, broken, chosen, identified, interested, remaining, resulting, stolen.
C	In formal English, that and those can be used as pronouns before a participle adjective: The office temperature is lower than that required by law. (= the temperature which is required) The quality of the motors is lower than those manufactured elsewhere. (= the motors which are manufactured elsewhere)
	Notice that those can mean 'people': □ Here is some advice for those (= people) preparing to go on holiday.
D	Many compound adjectives include a participle adjective. Common patterns are:
	 adverb + -ed participle adverb + -ing participle □ China's economic boom is generating a fast-growing market at home.
	adjective + -ed participle adjective + -ing participle noun + -ed participle noun + -ing participle -ed participle □ She seems to live on ready-made frozen meals. □ He's the longest-serving employee in the company. □ The public square was tree-lined. □ I hope it will be a money-making enterprise. □ Did it really happen, or was it a made-up story?
	We can use some participle adjectives only in adjective compounds. For example, we can't say 'behaved children' or 'a making enterprise' as the sense is incomplete without the adverb of noun. Other compounds like this include London-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking.
	Notice that many other compound adjectives do not include participle adjectives:
139	☐ The problem is short-term. ☐ It was just a small-scale project.

69.1	Replace the underlined parts of these sentences with a present or past participle adjective formed from one of the following verbs. Give alternative positions for the adjective if possible. (B					
	-cause identify include interest provide remain result					
	 I offered to pay for any damage that was the resultcaused (notany caused damage.) Steps are being taken by telephone engineers to solve the problems which have been noticed. Visitors who want to find out more can buy a booklet with further information. Please answer the questions on the sheet that has been given to you. The holiday cost £1200, with flights which were part of the total. Although he didn't want to appear on TV, the publicity that was the consequence was good for his business. 					
	7 Just before serving the pasta, sprinkle over any cheese that is left over.					
	In which of the sentences can the participle adjective you have written be placed before the noun?					
69.2	Complete the sentences with either that or those followed by an appropriate participle adjective. (C)					
	Her time for the 10,000 metres was four seconds faster than by the winner of last month's European Championship. Vegetables from the east of the country are generally cheaper than in the west. The company claims that its electric goods are more reliable than by its competitors.					
	4 The top wind speed was even higher than in the great storm of 1987. 5 Levels of heart disease among people in rural areas are considerably lower than among in urban areas.					
69.3	Complete the second sentences using a compound adjective from D to replace the underlined information in the first sentences. (D)					
	 The company is organised from New York. It is a New York-based company The school has all the things it needs, with sufficient books and computers. The school is , with sufficient books and computers. 					
	3 I found that the whole experience <u>made me tense and worried</u> . I found the whole experience					
	4 The proposed changes will have a major influence on a large number of people. The proposed changes will be					
69.4	Combine the following words to make compound adjectives to replace the underlined parts of these sentences. Make any other necessary changes. (D)					
	clean eye ill wide catching equipped ranging shaven					
	1 At the age of 16 children do not have the ability or experience to take on the role of parents. are ill-equipped.					
	2 The discussions between the presidents dealt with a great variety of topics.					
	3 I almost didn't recognise Mark. When I last saw him he had a beard and moustache, but now he has no beard or moustache.					
	4 The advertisements for the new car are <u>very noticeable</u> .					

Adjective + to-infinitive, -ing, thatclause, wh-clause

A

When an adjective comes after a linking verb (e.g. appear, be, become, seen; see Unit 21) we can use a number of patterns after the adjective including a to-infinitive, -ing, that-clause, and wh-clause. (For It + linking verb + adjective, see B.)

	adjective +	example adjectives used in this pattern
i	to-infinitive You're free to leave at any time you want.	(un)able, careful, crazy, curious, difficult, easy, foolish, free, good, hard, impossible, inclined, mad, nice, prepared, ready, stupid, welcome, willing
ii	-ing ☐ He was busy doing his homework.	busy, crazy, foolish, mad, stupid; (after the verb feel) awful, awkward, bad, good, guilty, terrible
iii	that-clause He became worried (that) she might leap out from behind a door.	afraid, alarmed, amazed, angry, annoyed, ashamed, astonished, aware, concerned, disappointed, glad, (un)happy, pleased, shocked, sorry, upset, worried; certain, confident, positive, sure
iυ	wh-clause I'm not certain (of/ about) why he wants to borrow the money	afraid, not aware/unaware, not certain/ uncertain, doubtful, not sure/unsure, worried
υ	to-infinitive or that-clause ☐ She was afraid to say anything. ☐ I was afraid that I would be late.	the adjectives in iii above, except aware, confident and positive
vi	to-infinitive or -ing ☐ He'd be stupid to leave now. ☐ He'd be stupid giving up the job.	crazy, foolish, mad, stupid
vii	 -ing or that-clause □ She felt awful leaving him with all the clearing up. □ She felt awful that she wasn't able to help. 	(after the verb feel) awful, awkward, bad, good, guilty, terrible

B It + linking verb + adjective

We can sometimes use it + linking verb + adjective + to-infinitive as an alternative to subject +
linking verb + adjective + to-infinitive (see also Units 96 and 97). Compare:

- □ She is easy to understand. and It is easy to understand her.
- ☐ The fireworks were amazing to watch. and It was amazing to watch the fireworks.

Notice that in informal speech we can use an -ing form instead of a to-infinitive:

- ☐ It is easy understanding her. ☐ It was amazing watching the fireworks. Other adjectives that can be used in this pattern include annoying, awkward, easy, good, interesting, lovely, simple, terrific, wonderful. Notice that we can use a similar pattern with adjective + wh- or that-clause (see Unit 96A):
 - \Box It is not clear why he did it. \Box It was odd that she left so suddenly.

After certain adjectives we often include of + subject between the adjective and a to-infinitive:

☐ It was rude (of them) to criticise her. (or They were rude to criticise her.)

Other adjectives which often take of + subject in this pattern include brave, kind, mean, thoughtful, unprofessional, unreasonable.

When we talk about how somebody reacts to a situation we can use it + make with an adjective and to-infinitive, -ing or that-clause:

☐ It made me angry (to discover) that so much money was wasted. (or It made me angry discovering that...; or I was angry to discover that...)

Other adjectives used in this way include ashamed, furious, glad, miserable, nervous, sad, tired, uncomfortable.

70.1	Choose an a			omplete	these sent	ences. Use a to-infinitiv	e or –ing form, giving
	cheat reduce	earn resign	know see	leave talk	open turn	panic underestimate	
	2 Jack was 3 He felt go	stupid oodl that you	th	in the exact at he had	xam. He v I helped so	e preparedvas bound to get caught. Olve the problem. of the conference. You're	
	changed. 6 Anyone to	rying to c	limb the m	ountain v	vould be f	oolish the	challenge facing them.
	successful 8 She was t	l so far. oo busy .		on the	phone to	notice that Dave had comany people in the coun	ome into the room.
	10 It's so dif 11 Some peo	ple would	d be incline	ed	if	be madthey smelt smoke in the concert, but there just w	
70.2	necessary, conthought he was (2) conf (3) wasn't so the bus on to that it got vo I (7) wasn't orange juice upsetting me	orrect the puple of day as (1) straight not ure when the way be ery cold in certain with the poets. At first	titalicised anys Mark any Mark any to get lost. The de back to the harth half and to do. Hool. He'd de l was angry	text. (A) nnounced would g We ended k. I went otel I got t night. I Sut when ecided not and said	that he wood alone and up arguitinto town talking to started (6) I got back to go walke was st	ras going walking in the land that it was dangerous. In and finally he stormed, but I felt a bit (4) guilty a local woman and (5) to get worried that he must be to the hotel, there was Making after all! He said he subborn and that he just (1) pleased that he was said	hills near the hotel. I But he said that he d off, saying he o to shop all day. On was concerned learning hight be in danger, but Mark (8) busy to drink e (9) was sorry (10) wasn't prepared
70.3	1 She was halt was 2 Such a m 3 You were 4 They wer 5 The top of 6 The shelv	praye to so brave of agnificent agnificent of the jar res were so nprofession.	s in 1). (B) pend the ni her to sp performan eat all the mable to co was awkwa imple to pu onal to crit	ght in the bend the ice was w cake and omplain a ard to get it up. icise the l	e old hous night in ronderful not leave bout the e off.	the old house alone. to hear. any for me. exam results. her in front of the staff.	
70.4	1 It mad 2	e me ang	ry to lis th to	hear how tening to at we wo learn how	v she had his lies. uldn't be v w badly w	any appropriate adjective been insulted. working together again. we treated immigrants in drill as I sat in the waitir	the 1950s.

☐ They cut short their holiday when John fell ill. (= went home early)

☐ The door was wide open so I just

went straight in. (= completely)

	Adjectives and adve	rbs				
A	Some adverbs of manner (saying how something is done) are formed from an adjective + -ly: sudden → suddenly, happy → happily, etc. When an adjective already ends in -ly (e.g. cowardly elderly, friendly, kindly, lively, lonely, lovely) we don't add -ly to it to make an adverb. Instead we can use a prepositional phrase with fashion, manner, or way: □ He smiled at me in a friendly way. □ She waved her hands around in a lively fashion Most participle adjectives ending in -ed (see Unit 69) don't have an adverb form and so we use a prepositional phrase instead: □ They rose to greet me in a subdued manner. (notsubduedly.) □ He faced the court in a dignified fashion. (notdignifiedly.) or we use a preposition and a related noun if there is one: □ She looked at me in amazement. (notamazedly.) □ He was overwhelmed with confusion. (notconfusedly.)					
	However, some do have an adverb form with -ly. Compare: The storm was unexpected. and The weather turned unexpectedly stormy. Other adverbs like this include agitatedly, allegedly, deservedly, determinedly, disappointedly, excitedly, hurriedly, pointedly, repeatedly, reportedly, reputedly, supposedly, worriedly.					
В	on -ly and the other not. We can sometimes use either nging the meaning, although the form ending in -ly a formal style: oor. ('quick' is less formal) ediately before the verb: oot She quick ran) an(ly), clear(ly), fine(ly), loud(ly), slow(ly), thin(ly).					
С	In other cases there is a difference in the meaning of the adverb with and without -ly. Compare She gave her time free. (= for no money) and She gave her time freely. (= willingly) I arrived late for the concert. (= not on time) and I haven't seen John lately. (= recently) Here are some other pairs of adverbs that can have different meanings. Compare:					
	☐ He wandered deep into the forest and	☐ He felt deeply hurt by his criticisms. (= very)				
133	got lost. (= a long way)	☐ They loved each other deeply. (= very much)				
	'You don't have to change trains.' 'You can go direct.' (= without stopping)	☐ I'll be with you directly. (= very soon) ☐ He saw Susan directly ahead. (= straight)				
	☐ It sounded awful – one of the choir members was singing flat.	☐ This time I flatly refused to lend him any money. (= definitely; completely)				
	☐ He kicked the ball high over the goal.	☐ Everyone thinks highly of her teaching. (= they think her teaching is very good)				
	☐ 'Is Bob here yet?' 'He's just arrived.' ☐ She looks just like her mother.	☐ You can be justly proud of your musical achievements. (= rightly; justifiably)				
	☐ Which of these cheeses do you like most?	 □ Her novels are now mostly out of print. (= most of them) □ We mostly go on holiday in France. (= usually) 				

☐ The speaker will be arriving shortly (= soon).

book. It's widely available. (= in many places)

☐ You won't have any problems getting the

Please take your seats.

71.1 Replace the underlined parts of these sentences using the participles below. If possible, use a -ly form. If it is not possible, use either a prepositional phrase or a preposition and a related noun.

(A)

agitated anticipated despaired determined disappointed organised relaxed repeated reputed satisfied

- 1 I warned him <u>again and again</u> of the dangers on the mountain, but he insisted on going ahead with the climb.
- 2 The class was completely out of control and the teacher put his hands to his head <u>feeling that</u> he could do nothing.
- 3 As his mother took the roast chicken out of the oven, Rod licked his lips because he was excited about what was going to happen.
- 4 St Enedoc's is <u>said to be, although no-one knows for certain</u>, the smallest church in the country.
- 5 'Still no news from Paul,' she said in a sad way.
- 6 He ran the company in a calm way and rarely let anything annoy him.
- 7 She shook her head as if she had made a firm decision.
- 8 When he had finished the painting, he stepped back and looked at it in a way that showed he was happy.
- 9 Vicky runs the office carefully and tidily, so I don't think we should change things now.
- 10 Caroline paced about in an anxious way as she waited to go into the interview.
- 71.2 Use the adverbs discussed in C to complete the sentences. Use the form with -ly in one of the pairs and the form without -ly in the other.
 - 1 a What she hated was having to get up at 5.30 every morning.
 - b We don't go out much in the evening. We watch television.
 - 2 a The company paid compensation, but stopped of admitting they were to blame.

 - 4 a Even though I got very little sleep on the flight I felt awake when I arrived in Tokyo.
 - b French is spoken in North Africa.
 - 5 a She is one of the most regarded researchers in the university.
 - b We could just see the plane flying overhead.
- 71.3 Find the mistakes and correct them. If there are no mistakes, write ✓. (A-C)
 - 1 The rise in car crime in the area is deeply worrying.
 - 2 She waved friendlily to me.
 - 3 Cut the onions up finely and fry them with garlic.
 - 4 I asked the boys to move their bicycles off the football pitch but they flat refused.
 - 5 I couldn't understand what he was saying. He didn't speak very clearly.
 - 6 He was accused of behaving cowardlily in the battle.
 - 7 Pierre Evene manufactured the glass for which the town became just renowned.
 - 8 I called Jim and he slow turned to face me.
 - 9 Spread some butter on the bread as thin as possible.
 - 10 The prime minister was loud applauded by her audience.

l	J 7	n) 2	
i				

A

В

C

D

Adjectives and adverbs: comparative and superlative forms

Comparatives: -er vs more/lessthan	
We usually add -er to one-syllable adjectives and adverbs to make their	r comparative form

We usually add -er to one-syllable adjectives and adverbs to make their comparative form. However, we use more + adjective -

- ☆ with one-syllable past participle adjectives (see Unit 69) such as bored, creased, pleased, worn:

 □ After I'd ironed my shirt it looked more creased than before. (not ...creaseder...)
- ☆ with fun, real, right and wrong:
 - ☐ I expected the film to be rather dull, but I couldn't have been more wrong. (not ...wronger.)
- * when we are comparing two qualities:
 - □ 'Don't you think Carl was brave to go bungee jumping?' 'Personally, I thought he was more mad than brave.'
 - □ Although the paint was called 'Sky blue', I thought it was more green than blue. We can also use '...he wasn't so much brave as mad' and '...it was blue rather than green'.

We can sometimes use more as an alternative to the -er form to emphasise the comparison:

☐ You might think it's dark here but it's more dark in the cellar. (or ...darker...)

Other adjectives used like this include clear, cold, fair, rough, soft, true.

Some adjectives with two syllables are most commonly used with more/less, particularly participle adjectives (e.g. worried, boring); adjectives ending in -ful and -less (e.g. careful, careless); afraid, alert, alike, alone, ashamed, aware; and some other adjectives, including active, cautious, certain, complex, direct, eager, exact, formal, frequent, modern, special, recent. Most two-syllable adjectives ending -y, -ow, -er and -ure can take either an -er or the more + adjective form, although the -er form is more frequently used.

Some adjectives (such as complete, equal, favourite, ideal, perfect, unique) have a comparative or superlative meaning so they are not often used with -er/-est or more/less/most/least. However, we can use comparative or superlative forms for special emphasis or for a particular communicative purpose:

☐ The weather today was good, but less perfect than yesterday.

Superlatives

We usually use the, a possessive form (with -'s), or a possessive pronoun before a superlative adjective or adverb. In informal contexts we sometimes leave out the before an -est or most + adjective superlative after a linking verb, particularly when the superlative is at the end of a sentence:

- □ 'Why did you go by bus?' 'It was (the) cheapest.' □ Which was (the) most expensive? However, we can't leave out the when we go on to say what group of things is being compared:
 - □ 'Why did you buy these oranges?' 'They were the cheapest ones I could find.' (not They were cheapest ones...)

When most + adjective/adverb is used without the, most means something like 'very':

- □ Did you see how she looked at you? It was most peculiar. (= very peculiar)
- ☐ I checked the form most carefully (= very carefully) but didn't notice the mistake.

After a superlative we use of + a plural noun phrase to name the objects being compared:

☐ John's the oldest of my three brothers.

Notice that we can put the of-phrase at the beginning to emphasise it:

Of my three brothers, John's the oldest.

When we give the location or context within which the comparison is made we usually use in + a singular noun phrase:

□ It was the tallest tree in the forest. (not ...the tallest tree of the forest.)

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Grammar review: → L7-L8

- 72.1 Underline the correct or more likely alternative. If both are possible, notice the difference between them. (A)
 - 1 It was almost as if the wolf was more scared/ scareder of us than we were of it.
 - 2 The river was more deep/ deeper than I expected so I decided to turn back.
 - 3 I think I'd describe her as more pretty/ prettier than beautiful.
 - 4 He had always seemed unfriendly, but now they were alone he seemed even more cold/ colder.
 - 5 I bought this tennis racket because it's more strong/ stronger.
 - 6 As a politician I often receive threats, but some are more real/ realer than others.
 - 7 There were two routes up the hill, but as we had lots of time we took the *more long/longer*, *more winding/ windinger* one.
 - 8 Sam isn't a bad boy really. He's more naughty/ naughtier than dishonest.
 - 9 Although a different speaker began to talk, I felt even more bored/ boreder than before.
 - 10 The exam was more hard/ harder than I thought it would be.
 - 11 We need to take responsibility for elderly neighbours, and in a cold winter like this it is *more true/truer* than ever.
 - 12 If the critics were wrong about Willis's first novel, they couldn't have been more right/ righter about her second.
- 72.2 Complete the sentences with an appropriate comparative adjective, using an -er or more + adjective form. Indicate where both forms are possible. (B)

alert complex clever dirty exciting pleasant powerful recent useless wealthy worried 1 I may not be much of a cook, but Brian is even in the kitchen than I am. 2 Most research in this area uses simple interviews, but we used a _____ methodology. 3 I didn't do well at school, and my fellow students all seemed than me. 4 The film starts slowly, but gets after the first half hour. 6 I was concerned when John didn't phone to say he'd be late, but I was even when he didn't come at all that night. 7 'This painting is from the 17th century.' 'Really? It looks than that.' 8 The walk was quite enjoyable, but if the sun had been shining it would have been 9 When I took the washing out of the machine it looked than when it went in. 10 For an extra \$500 you could buy a much motorbike. 11 Curiously, many people say they feel mentally if they eat very little for a day.

- 72.3 Put brackets around the if it can be left out in these sentences. (C)
 - 1 It was the sweetest orange I'd eaten for ages.
 - 2 Ann and Clara were both excellent musicians, but Clara was the most creative.
 - 3 He's the fastest runner in his class.
 - 4 We get lots of birds in our garden, but blackbirds are the most common.
 - 5 'Shall we go by train or car?' 'Well, going by bus is actually the easiest.'
- 72.4 Complete the sentences with in or of. (D)
 - 1 The building is said to be the highest Europe.
 - 2 The Democrats are the smallest the four main political parties.
 - 3 The hotel enjoys the most spectacular setting any on the south coast.
 - 4 For many people, it is the most important day the whole year.
 - 5 She's without doubt the best swimmer my school.

Comparative phrases and clauses

A	We use as + adjective/adverb + as to say that something or someone is like something or someone else, or that one situation is like another: □ Was the film as funny as his last one? □ I came round as quickly as I could.
	Negative forms of sentences like this can use either not as or not so. In formal speech and writing it is more common to use less + adjective + than: □ The gap between the sides is not as/so wide as it was. (oris less wide than it was.)
В	If we put a singular countable noun between an adjective and the second as, we use a/an in front of the noun: Despite his disability, he tried to lead as normal a life as possible. (notas normal life as She was as patient a teacher as anyone could have had. (notas patient teacher as)
	The negative form of sentences like this can use either not as or sometimes not such: \[\subseteq \text{ It's not as quiet a place (ornot such a quiet place) as it used to be.} \] Notice that we use not as + adjective + a/an + noun but not such a/an + adjective + noun.
	We can use how, so and too followed by an adjective in a similar way: How significant a role did he play in your life? It's not quite so straightforward a problem as it might at first seem. 'Conspiracy' is perhaps too strong a word. How big a piece do you want?
С	We also use as much/many as or as little/few as to say that a quantity or amount is larger or smaller than expected. Many and few are preferred before numbers; much and little are preferred with amounts (e.g. \$5, 20%) and distances (e.g. 3 metres): □ There are a small number of people involved, possibly as few as twenty. □ Prices have increased by as much as 300 per cent.
D	We can use not + adjective/adverb + enough + to-infinitive to mean that there isn't as much as necessary to do something: □ I'm not tall enough to reach. □ He didn't speak loudly enough to be heard. We can use sufficiently before adjectives to express a similar meaning to enough. Sufficiently is often preferred in more formal contexts:
	☐ She didn't play sufficiently well to qualify. (orwell enough to qualify.)
E	We can use too + adjective/adverb + to-infinitive to mean 'more than necessary, possible, etc.' to do something: □ They arrived too late to get seats. □ It moved too fast to see it clearly. If we need to mention the things or people involved in the action, we do this with for: □ The suitcase was too small (for him) to get all his clothes in.
	In rather formal English we can use too + adjective + a/an + noun: □ I hope you haven't had too tiring a day. (nota too tiring day.) (In a less formal style we might say 'I hope your day hasn't been too tiring.')
F	We can use so + adjective/adverb + that-clause to say that something existed or happened to such a degree that a specified result occurred (see also Unit 81):
	Less often we use so + adjective/adverb + as + to-infinitive with a similar meaning. Compare: □ The difference was so small that it wasn't worth arguing about. and □ The difference was so small as to not be worth arguing about. (= Because the difference was so small, it wasn't worth arguing about)
	We can use go so/as far as + to-infinitive to talk about actions that are surprising or extreme: • One furious woman went so/as far as to throw tomatoes at the minister.

73.1 Complete these sentences with as...as or not as/such...as. Sometimes two answers are possible. Use the words in brackets and add any other necessary words. (B) 1 It's not such a polluted city now as/not as polluted a city now as it was 10 years ago. (not/ polluted/ city now) place to stay) 3 The President's address to the nation is ______ he is ever likely to make in his career. (importantl speech) 4 It was I first thought. (not/ big/ problem) 5 Theresa's dog is ______ I've ever seen. (ferociousl animal) 73.2 Complete these sentences with as much as, as many as, as little as, or as few as. (C) 1 When it was really hot I was having four showers a days. 2 The elephant population may soon fall to _______1,000 from 5,000 10 years ago. second runners. 5 Lit continuously, the life of a light bulb varies from _____ two weeks to three months. 6 Some days there were three or four students at his lectures. 7 We don't use much electricity. Sometimes our bill is _____ £20 a month. 8 The country spends _____ 25% of its income on defence. 73.3 Match the sentences to make ones using so + adjective + as + to-infinitive, as in 1. (F) 1 The noise from the factory was loud. a It was nearly illegible. 2 Her handwriting was untidy. b It was insignificant. 3 The bookcase was heavy. c It was unplayable. 4 The CD was badly scratched. d It prevented me sleeping. 5 The plot of the novel was complicated.

6 The difference between the results was small. f It was completely incomprehensible.

e It was almost impossible to move it.

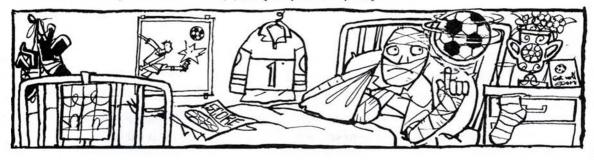
1+d The noise from the factory was so loud as to prevent me sleeping.

Here is part of an interview with the manager of a football team. His best player, Alan Green, has just suffered a serious injury. Correct any mistakes in the underlined text. (A-F)

INTERVIEWER: (1) How serious injury is it? Is it (2) so serious as has been claimed in the newspapers? Some people are saying Alan Green will never play international football again.

MANAGER: Well, it's certainly (3) enough bad to keep him out of football for at least 6 months. He's obviously (4) not so fit as he used to be and even he would admit that he's (5) not such good player as he was in his 20s. But I wouldn't (6) go so far to say that he'll never play for the national team again. I know him (7) sufficiently well enough to say that he will consider his future carefully before making any major decisions.

INTERVIEWER: Well, we all wish him (8) as speedy recovery as possible...



Unit 74 Position of adverbs (1)

A	There are three main positions for adverbs which modify a verb: end, front and mid position. ☆ In end position, the adverb is placed after the verb – either immediately after it or later in the clause: ☐ They played quietly all day. ☐ He tried to leave quietly. ☐ He sat in the corner quietly. ☆ In front position the adverb is placed before the subject: ☐ Finally be could stand the noise no longer. ☐ Sometimes I feel like going home. ☆ In mid position the adverb is placed between the subject and verb, immediately after be as a main verb, or after the first auxiliary verb: ☐ He usually plays better than this. ☐ She is usually here by 10.00. ☐ They would usually come by car. Many adverbs can go in any of these positions, depending on context or style. For example: ☐ He turned round slowly. (end) ☐ Slowly he turned round. (front) ☐ He slowly turned round. (mid)
	End position
В	In end position, we usually put an adverb after an object if there is one rather than immediately after the verb: \(\subseteq \text{We considered the problem briefly. (not We considered briefly the problem.)} \) However, if an object is very long other positions are possible: \(\subseteq \text{We considered briefly the long-term solution to the problem. (or We briefly considered)} \)
C	We avoid putting an adverb between a main verb and a following -ing form or to-infinitive: ☐ He began running quickly. or He quickly began running. (not He began quickly running.) ☐ She tried to leave quietly. or She quietly tried to leave. (not She tried quietly to leave.) The position of the adverb can change the meaning of the sentence (see Unit 75A). Compare: ☐ I recall telling him clearly that he had won. (= I told him clearly; 'clearly' modifies 'telling him') and ☐ I clearly recall telling him that he had won. (= I clearly recall it; 'clearly' modifies 'recall'.)
	'I recall clearly telling him that he had won' is also possible, but is ambiguous; it can have either of the two meanings given above. In speech, the meaning intended is usually signalled by intonation.
D	When there is more than one adverbial (see Glossary) in end position, the usual order in written English is adverbial of manner (= saying how something is done), place, and then time: □ In the accident she was thrown violently forwards. (= manner + place) □ We arrived here on Saturday. (= place + time) For special emphasis we can move an adverbial to the end: □ In the accident she was thrown forwards, violently.
	If one adverbial is much longer than another then it is usually placed last: They left at 3.00 with a great deal of noise. (= time + manner) An adverb usually comes before a prepositional phrase when these have the same function (i.e. when they both describe manner, or place, or time): She went downstairs to the cellar. (= place + place)
E	End position is usual for many adverbials of place, definite frequency, and definite time (including adverbial prepositional phrases): They live upstairs. (not They upstairs live.) She goes weekly. (not She weekly goes.) Have you heard the good news? Jane had a baby in May. (not Jane in May had a baby.) However, adverbs of indefinite time usually go in mid position (see Unit 75).
140	Notice that in journalism, other adverbs of time are often used in mid position, where we would normally place them in end (or front) position:

74.1		vrite the adverb in brackets in the sentence in an appropositions are possible. (C)	briate position. In some cases both		
	1	Iexpect Sue to win the race	(easily)		
		Heregretted missing the concert			
		I hated playing the piano,			
		(secretly)	, , , , , , , , , , , , , , , , , , , ,		
	4	Hestarted to walkacross	the bridge over the gorge. (calmly)		
		She offered to do the work			
		Ray finished speaking and			
		Idon't remember putting it down			
		Welook forward to hearing from you			
		They tried to ignore me (
		I don't pretend to understand the instruc			
74.2		omplete the sentences. Put the words and phrases in braitten English. (B & D)	ackets in the most likely order for		
	1	He hid Nancy's present in the wardrobe.	(in the wardrobe/ present)		
	2	She waited	(nervously/ until her name was called)		
	3	The road climbed	(through the mountains/ steeply)		
	4	As a punishment, she had to be at school	(for the next two weeks/ early)		
	5	As I left, I locked	(the door/ securely)		
	6	We're travelling	(during the summer/ around Australia)		
	7	The house is by the river, just	(from the bridge/ downstream)		
		She was able to describe	(the exact details of the house where		
			she had lived as a baby/ accurately)		
	9	In hospital she had to lie	(with her right leg suspended in		
		r	mid air/ for a week)		
	10	He swam and then got out of the			
		If you leave now, you should be	(by nine o'clock/ at home)		
		They enjoyed	(at the party/ themselves/ immensely)		
74.3	lf	necessary, improve these sentences by putting the italic ppropriate position. If no improvement is needed, write	cised word or phrase in a more		
	1	1 I try to visit every week my parents. I try to visit my parents every week. or Every week I try to visit my parents.			
		2 Next, beat the eggs <i>vigorously</i> in a small bowl.			
		3 I thought I'd locked securely the luggage.			
		I stopped <i>regularly</i> playing tennis after I broke my wris	t.		
		5 Rafter was <i>easily</i> beaten in the final.6 Sarah never eats in the canteen at work. She always brings <i>from home</i> sandwiches.			
		'Do the Simpson family still live next door?' 'No, they			
		The local residents welcomed the decision to introduce			
	0	into the nearby town warmly.			

Position of adverbs (2)

Front	position

Most types of adverb commonly go in front position in a clause (see Unit 74A). In particular -

connecting adverbs (e.g. as a result, similarly) which make immediately clear the logical relation to the previous sentence:

☐ The value of the yen has fallen. As a result, Japan faces a crisis.

☆ time and place adverbs (e.g. tomorrow, nearby) which give more information about a
previous reference to a time or place, or show a contrast:

☐ The last few days have been hot. Tomorrow the weather will be much cooler.

☆ comment and viewpoint adverbs (e.g. presumably, financially) which highlight the speaker's
attitude to what they are about to say (see Unit 78):

 \square She has just heard that her sister is ill. Presumably, she will want to go home.

However, other positions are possible for these adverbs.

Some words can be used both as comment adverbs or adverbs of manner. As comment adverbs they usually go in front position (but can go in other positions) and relate to the whole of the clause; as adverbs of manner they usually go in end position and modify the verb. Compare:

□ Naturally, I'll do all I can to help. and □ The gas occurs naturally in this area.

Other adverbs like this include clearly, curiously, frankly, honestly, oddly, plainly, seriously.

Note that for special emphasis or focus, adverbs that usually go in mid position (see B) and end position (see also Units 74 and 76) can sometimes be put in front position:

□ In May, Jane had a baby.

☐ Regularly, Kim works on several paintings at once.

Mid position

В

The following types of adverb usually go in mid position (see Unit 74A) -

☆ degree adverbs (e.g. almost, hardly, nearly, quite, rather, scarcely):

 \Box The street lighting was so bad that we almost missed the turning.

although some (e.g. completely, enormously, entirely, greatly, slightly) can go in end position:

□ I greatly admire your work. (or I admire your work greatly.)

Notice, however, that some degree adverbs are not usually used in mid position with some verbs. For example, enormously is not usually used in mid position with develop, differ, go up or vary; greatly is not normally used in mid position with care or suffer.

the adverbs which indicate the order of events, such as first, last and next. These can also go in end position, but if there is a phrase giving the time of an event they usually go before this:

□ I first met her in 1987. (or I met her first in 1987.)

We don't usually put these in front position, except when we use them to list actions (when we usually follow them with a comma in writing; see also Unit 76B):

□ Next, add three teaspoons of sugar.

☆ adverbs of frequency which say in an indefinite way how often something happens, including hardly ever, often, rarely, regularly, seldom (see also Unit 76B); and also the frequency adverbs always and never:

 $\ \square$ We hardly ever see Derek nowadays, he's so busy at the office.

Notice, however, that adverbial phrases of indefinite frequency (e.g. as a rule, on many occasions, from time to time, every so often) usually go in front or end position:

☐ As a rule, I go every six months. (or every six months, as a rule; not 'I as a rule go...')

C

We rarely put long adverbials (including clauses (see Units 58 and 59), and prepositional and noun phrases) in mid position. Usually they go in end position or front position for emphasis:

☐ She phoned home, anxious for news. (or Anxious for news, she phoned home.)
☐ He picked up the vase with great care. (or With great care he picked up the vase.)

☐ I'd seen Jack the day before. (or The day before I'd seen Jack.)

75.1	Use one of these adverbs in each pair of sentences. In one, add the adverb in front position (as a comment adverb); in the other, add the adverb in end position (as an adverb of manner). (A)
	clearly curiously frankly honestly plainly seriously
	1 a <u>Curiously</u> , the house has three chimneys, even though there are only two fireplaces. b, Esther looked at him <u>curiously</u> , trying to work out whether he was being
	serious or not.
	2 a, I was brought up to earn money, not to steal it from others. b, I'm perfectly capable of putting up the shelf myself
	3 a, she admitted that she felt she wasn't doing a good job. b, it was so boring.
	4 a 'Thanks for looking after the children for me.' 'That's okay.' ', I don't know what I'd have done if you hadn't been around to help.' b, I tried to speak to him about his bad behaviour, but he kept
	making me laugh. 5 a The chief executive of Eclom has phoned me every day this week to ask whether I've made my mind up, he wants me to take the job b, I'd had very little sleep the night before and was having difficulty thinking
	6 a Robert fidgeted in his seat and kept looking nervously at the door, he was feeling ill at ease
75.2	Cross out any adverbs or adverbials that are incorrect or unlikely in these sentences. (B & Unit 74E)
	 Asthma rates in cities do not enormously/ significantly differ from those in rural areas. Now that Megan has moved to Liverpool, I from time to time/ rarely see her. I could see them easily/ scarcely in the bright sunshine. It was snowing and I was almost/ by an hour late for the interview.
	 5 I met Mick at a party and then saw him a couple of days later next/ at the bus stop on College Road. 6 Carmen had often/ on many occasions spoken at meetings before so it was no surprise when
	she stood up. 7 I play chess with Tim <i>hardly everl every week</i> . 8 Although he had to lift heavy boxes in the factory, he <i>greatlyl rarely</i> suffered from backache. 9 I forgot about the meeting <i>nearlyl entirely</i> and my boss was really angry with me.
75.3	(A-C) 1 [1] He [2] moved to New Zealand [3]. (the following year) 2 [1] The children [2] walked along the road [3]. (in single file) 3 [1] We [2] see Tom [3] any more. (seldom)
	4 [1] He [2] complained to his physics teacher [3]. (unhappy with the result) 5 [1] I [2] agree with you [3]. (entirely) 6 [1] I [2] meet [3] Emma at school. (often)

Adverbs of place, direction, indefinite

frequency, and time Adverbs of place and direction (or adverbials, particularly prepositional phrases) usually go in end position, but we can put them in front position to emphasise the location. The effect may also be to highlight what comes at the end (e.g. 'a body' in the example below). This order is found mainly in formal descriptive writing and reports. Compare: ☐ The money was eventually found under the floorboards. (= end) and ☐ The police searched the house. Under the floorboards they found a body. (= front) If we put an adverb of place in front position we put the subject after the verb be (see also Unit 99A): ☐ Next to the bookshelf was a fireplace. (or less formally Next to the bookshelf there was a fireplace; not Next to the bookshelf a fireplace was.) Note that this doesn't apply when the subject is a pronoun. For example, we can't say 'Next to the bookshelf was it.' We can also put the subject after the verb with intransitive verbs (except with a pronoun subject) used to indicate being in a position or movement to a position, including hang, lie, live, sit, stand; come, fly, go, march, roll, run, swim, walk: ☐ Beyond the houses lay open fields. (but compare Beyond the houses they lay.) ☐ Through the town marched the band. (but compare Through the town it marched.) Note that '...open fields lay', '...the band marched' (etc.) might be used in a literary style. However, we don't usually put the subject after the verb when we talk about actions: if one of these intransitive verbs is followed by an adverb of manner; with other intransitive verbs; or with transitive verbs: ☐ Through the waves the boy swam powerfully. (rather than ... swam the boy powerfully.) □ Outside the church the choir sang. (rather than ... sang the choir.) ☐ In the garden John built a play house for the children. (not In the garden built John...) В When we put certain adverbs of time in front position the subject must come after an auxiliary verb or a main verb be (see also Unit 100): At no time would he admit that his team played badly. (not At no time he would admit...) □ Not once was *she* at home when I phoned. (*not* Not once she was...) If the main verb is not be and there is no auxiliary, we use do, although inversion is not necessary in this case: Only later did she realise how much damage had been caused. (or Only later she realised...) Adverbs like this include negative time adverbials such as at no time, hardly ever, not once, only later, rarely, and seldom. Notice also that we can put first, next, now and then in front position with the verb come to introduce a new event, when the subject follows the verb. But if a comma (or an intonation break in speech) is used after first (etc.) the verb follows the subject. Compare: ☐ At first there was silence. Then came a voice that I knew. (not Then a voice came...) and ☐ At first there was silence. Then, a voice *came* that I knew. Adverbs of time which indicate a definite point or period in time or a definite frequency, usually go in end position, or front position for emphasis, but not in mid position. Note that when these adverbs are in front position there is no inversion of subject and verb: ☐ I went to Paris yesterday. (or Yesterday I went to Paris.) □ We meet for lunch once a week. (or Once a week we meet for lunch.)

C

Note that the adverbs daily, hourly, monthly, weekly, annually, quarterly (= four times a year), etc. only go in end position:

- ☐ The train leaves hourly. (not Hourly the train leaves; not The train hourly leaves.)
- ☐ I pay my subscription annually. (not Annually I pay...; not I annually pay...)

- 76.1 Rewrite the sentences with the underlined adverbs of place or direction at the front of the clause. If possible, invert the order of subject and verb. (A)
 - 1 A dark wood was <u>at the bottom of the garden.</u>
 At the bottom of the garden was a dark wood.
 - 2 The car stopped suddenly and Nick jumped out.
 - 3 Two small children stood outside the door.
 - 4 The boys were playing cricket in the park, despite the muddy conditions.
 - 5 The choir was singing one of my favourite carols inside the church.
 - 6 A jade necklace hung around her neck.
 - 7 The horse ran down the hill quickly.
 - 8 The man released the monkey and it climbed up the tree.
 - 9 The door burst open and a delegation from the striking workers marched in.
 - 10 I tripped over the cat, dropped the tray, and it flew across the room.
 - 11 While Nigel was looking around for his net the fish swam away.
 - 12 Most of the furniture was modern, but a very old grandfather clock was in the corner.
 - 13 She drove <u>around the town</u> for hours looking for the gallery, until she spotted the place <u>in a side street</u>.
 - 14 Megan watched sadly through the window.
 - 15 Ann found it difficult to concentrate in the office, but she worked more efficiently at home.
 - 16 They saw a volcano erupting in Japan, and they experienced an earthquake in Indonesia.
 - 17 A 16th century church is <u>on one side of the village green</u> and a 15th century pub stands <u>opposite</u>.
- 76.2 If possible, rewrite the underlined parts of these sentences with the time adverbial in front position. Where you can, invert the order of subject and verb, and make any other necessary changes. (B & C)
 - 1 I trusted Dan completely, and I realised only later that he had tricked me.

 I trusted Dan completely, and only later did I realise that he had tricked me.
 - 2 After working so hard all summer, I had a holiday last week.
 - 3 Professor Coulson was to give the initial paper at the conference, but a welcoming address came first by the head of the organising team.
 - 4 The area was cleared before the explosion, and <u>members of the public were in danger at no time</u>.
 - 5 I've got high blood pressure and I have to take tablets daily for it.
 - 6 When it became clear that he was in danger of losing the election, a politician can seldom have changed his views so quickly as Beckett.
 - 7 After a few days of relative calm, a blizzard came next, preventing us from leaving the hut.
 - 8 It's hard to imagine that we'll be in Japan by next Friday.
 - 9 You won't have long to wait as trains for Rome leave hourly.
 - 10 My grandfather was a gentle man, and <u>I hardly ever heard him raise his voice in anger</u>.
 - 11 I walk to work for the exercise, and I play squash twice a week.
 - 12 If you take the job, your salary will be paid quarterly into your bank account.

Degree adverbs and focus adverbs

A	Degree adverbs can be used before adjectives, verbs, or other adverbs to give information about the extent or level of something: □ They're extremely happy. □ I really hate coffee. □ He almost always arrived late Some degree adverbs, such as almost, largely, really and virtually, are usually used before the main verb, and others, such as altogether, enormously, somewhat, and tremendously, are usually used after the main verb. Degree adverbs are rarely used in front position (see Unit 75B).
	Focus adverbs draw attention to the most important part of what we are talking about. Some (e.g. especially, even, mainly, mostly, particularly, specifically) make what we say more specific: There is likely to be snow today, particularly in the north. and others (e.g. alone, just, only, simply, solely) limit what we say to one thing or person: Many people offered to help me invest the money, but I only trusted Peter.
В	Much and very much In affirmative sentences in formal contexts, much can be used as a degree adverb before the verbs admire, appreciate, enjoy, prefer and regret to emphasise how we feel about things: □ I much enjoyed having you stay with us. □ Their music is much admired.
	Much is used in this way particularly after I and we and (with admire and appreciate) in passives. Note that we don't usually use this pattern in questions (e.g. not 'Did you much enjoy?').
	We can use very much in a similar way before these verbs and also before agree, doubt, fear, hope like and want. Notice, however, that we don't use much before this last group of verbs. Compare: \[\sum \text{I much prefer}\text{ seeing films at the cinema than on television. (or I very much prefer) and \[\sum \text{We very much agree}\text{ with the decision. (or We agree very much; but notmuch agree}\]
	We can also use much or very much before a past participle which is part of a passive: ☐ The new by-pass was (very) much needed. We don't use much but can use very much before past participle adjectives (see Unit 69A): ☐ She was (very) interested in the news. (or very much interested; but not much interested)
	and we don't use either much or very much before present participle adjectives: The hotel was (very) welcoming. (but not The hotel was (very) much welcoming.)
	In negative sentences in informal contexts we can use (very) much before verbs such as appreciate, enjoy, like, and look forward to to emphasise a negative feeling about something: ☐ I didn't (very) much enjoy the film.
c	Very and too Before an adjective or another adverb we use very when we mean 'to a high degree', and too when we mean 'more than enough' or 'more than is wanted or needed'. Compare: □ The weather was very hot in Majorca. Perfect for swimming. (nottoo hot) and □ It's too hot to stay in this room − let's find somewhere cooler. (notvery hot)
	In negative sentences in informal spoken English we can use not too to mean 'not very': □ I'm not too bothered about who wins. (or I'm not very bothered)
D	Even, only and alone Even and only usually go in mid position (see Unit 75), but if they refer to the subject they usually come before it. Compare: My mother has only brought some food. (= She hasn't brought anything else) and Only my mother has brought some food. (= My mother and nobody else) Sue can even speak French. (= in addition to everything else she can do) and Even Sue can speak French. (= you might not expect her to) (rather than Sue even)
154	When alone means that only one thing or person is involved, it comes after a noun: \[\subseteq You \text{ alone should decide what is right for you.} \]

77.1	V	hich of these can go in the spaces: very, much, very much? (B)
	1	We hope that the striking workers will now resume negotiations.
	2	Thanks for organising the refreshments on school sports day. Your help wasappreciated.
	3	I felt intimidated by some of the questions in the interview.
		I had always admired her work, and it was a great experience to meet her personally.
	5	There was a time when I wanted a lot of children, but I'm perfectly happy now with the one child we have.
	6	I would prefer to be remembered as someone who was kind rather than just as someone who was wealthy.
	7	It was thrilling to get Eva's news.
		When I was travelling in India I became interested in regional foods.
		Jack says that he wants to go into politics, but I doubt that he's serious.
		Iregret not being able to hear Dr Jackson speak when she came to the
	10	university.
77.2	V	rite very, too, or very/too if either is possible. (C)
	1	The old bridge in town was narrow for the coach to drive across, so we had to
		go an extra 50 miles to the new one.
	2	Kay has agreed to start work earlier, but she's not enthusiastic about it.
	3	The instructions areeasy. You'll have no trouble understanding them.
	4	It was alarming to learn that one of the plane's engines had stopped.
	5	We'll be at the cinema well before the film starts. It won't takelong to get there.
	6	It was snowing heavily for us to climb further up the mountain.
	7	He revised hard and did well in his exams.
	8	Joanna was in a wheelchair as she was still weak from her operation to walk far.
77.3	P	ut even, only or alone in the most appropriate place in each sentence. (D)
	1	Mark offered to let me stay with him while I was in Glasgow, and
	2	I will be in my office on Monday next week as I'm going to
		Poland for a business meeting on Tuesday.
	3	You are unlikely to buy the car you really need if you choose one on the basis of
		price
	4	Every penny the charity raises helps the homeless, and the smallest donation
		can make a vital difference.
	5	Ron seems to have invited everyone to the party he has asked
		Claire, and they haven't spoken to each other for years.
	6	
	7	
	0	The theme park is really expensive
	0	vou have to pay \$5 for each of the rides

Comment adverbs and viewpoint adverbs

A

We use some adverbs to make a comment on what we are saying.

some comment adverbs	example
indicate how likely we think something is	apparently, certainly, clearly, definitely, obviously, presumably, probably, undoubtedly
indicate our attitude to or opinion of what is said	astonishingly, frankly, generally, honestly, interestingly, luckily, naturally, sadly, seriously, surprisingly, unbelievably
show our judgement of someone's actions	bravely, carelessly, foolishly, generously, kindly, rightly, stupidly, wisely, wrongly

Comment adverbs often apply to the whole sentence and are most frequently used in front

position (see Unit 75A), although they can also be used at the end of the sentence and in oth positions. At the beginning and end of sentences we usually separate them from the rest of the sentence by a comma in writing or by intonation in speech: Presumably, he didn't hear me when I called. The book was based on his experience in China, apparently. Jackson believes that child development can be slowed down by poor nutrition. This undoubtedly the case.
Comment adverbs which show judgement usually follow the subject, although they can be p in front position for emphasis: □ He kindly offered to take me to the station. (or Kindly, he offered to emphasise 'Kindly')
If comment adverbs apply to only part of the sentence they can be used in other positions. Compare: Astonishingly, she did well in the exam. (= I was surprised that she did well) She did astonishingly well in the exam. (= she did very well) You've had a major operation. Obviously, it will be very painful for a while. (= I expense you to know this already) When he stood up it was obviously very painful. (= the pain was clear to see)
Some adverbs are used to make clear what viewpoint we are speaking from; that is, identify

В

what features of something are being talked about:

☐ Financially, the accident has been a disaster for the owners of the tunnel.

☐ The brothers may be alike physically, but they have very different personalities.

Other examples include biologically, environmentally, financially, ideologically, industrially, logically, medically, morally, outwardly, politically, technically, visually.

A number of phrases are used in a similar way. For example:

politically speaking in political terms in terms of politics from a political point of view as far as politics are concerned

Politically/In political terms, this summer is a crucial time for the government.

☐ Financially/From a financial point of view, it is a good investment.

Some adverbs or phrases are used to say whose viewpoint we are expressing:

☐ The head of National North Bank is to receive, according to newspaper reports, a 50% salary increase.

□ In my view, the Foreign Minister should resign immediately.

Other examples include to my/his/her (etc.) knowledge, from my/his/her (etc.) perspective, personally, in my/his/her (etc.) opinion.

78.1	Choose a comment adverb to replace the underlined part. Consider possible positions in the
	sentence for the adverb. (A)

astonishingly bravely carelessly generously interestingly obviously presumably rightly

- 1 It was very surprising indeed that no paintings were destroyed by the fire in the gallery. Astonishingly, no paintings were destroyed by the fire in the gallery.
- 2 As you drive off the ferry, there are lots of different flags flying by the side of the road. It seems likely that the idea is to welcome visitors from other countries.
- 3 Acting more kindly than they needed to, the builders agreed to plant new trees to replace the ones they had dug up.
- 4 Most people believe in a correct way that the prisoners should be released.
- 5 It was easy to see that she knew more about the robbery than she told the police.
- 6 He broke the window when he was painting because he wasn't paying attention to what he was doing.
- 7 She picked up the spider and put it outside, showing no fear.
- 8 I found it strange that this was the only map I could find that includes the village of Atherstone.

78.2 Complete the sentences with an appropriate viewpoint adverb from (i) and an ending from (ii). (B)

(i) environmentally financially industrially medically outwardly politically technically visually

...we'd be much better off if we moved there. ...the performance was stunning.

...it is relatively undeveloped.

...she looked remarkably calm.

...she could be sent to prison.

...the doctors can't find anything wrong.

...it is no longer the problem it once was.

...he claims to be a socialist.

- 1 Sam says that he is still getting severe headaches, although... medically the doctors can't find anything wrong.
- 2 As she stepped onto the stage she felt terrified, but...
- 3 Now that lead is no longer added to most petrol,...
- 4 The country earns most of its income from agriculture and...
- 5 The band didn't play terribly well, and the singing was awful, but...
- 6 The cost of living is much lower in Northumberland, so...
- 7 Edwards is one of the richest men in the country, although...
- 8 Val is likely to be fined for failing to pay her gas bill, although...

78.3 Suggest an appropriate noun, adjective or adverb and one of the phrases in the box in B to complete these sentences. Use a different phrase each time. You could use the following words (or adjectives or adverbs formed from them) or suggest your own.

	architecture democracy geolo	ogy grammar	history
1	1 Historically speaking , in what w	ays has disease a	iffected the development of Western
	civilisation?		
2	2limestone is a relativel	y new rock.	
3	3 The building is similar to the opera l	nouse in Milan	
4	4 the essay was well wri	tten, but its style	was inappropriate.
5	5 The election was clearly rigged and t	he result is a sev	ere blow to the country

Adverbial clauses of time

A	As, when and while We can often use as, when or while to mean 'during the time that', to talk about something that happens when something else takes place: As/When/While Dave was eating, the doorbell rang. We use when (not as or while) to introduce a clause which talks about –
	
	We prefer when to emphasise that one event happens immediately after another, particularly if one causes the other: _ You'll see my house on the right when you cross the bridge. _ When the lights went out, I lit some candles. In the first sentence, 'as' or 'while' would suggest 'during the time that' and the continuous would be more likely ('as/while you are crossing'). In the second sentence 'as' or 'while' would be very unlikely because lights usually go out instantaneously.
	We prefer as to say that when one thing changes, another thing changes at the same time: As the cheese matures, its flavour improves. (rather than When the cheese) We can also use 'While', particularly with a continuous tense: 'While the cheese is maturing'. We prefer while or as (rather than when) to talk about two longer actions that go on at the same time, although while is more common than as in informal speech: I went shopping while Linda cleaned the house. (oras Linda cleaned)
	We use while or when (rather than as) to avoid ambiguity where 'as' could mean 'because': While you were playing golf, I went to the cinema. ('As you were playing golf' could mean 'Because you were playing golf')
В	Before, after and until We use before or after to talk about an event happening earlier or later than another event: □ I put on my coat before I went out. □ The message arrived after I'd left.
	We can often use either until or before when a situation continues to happen up to a time indicated in the adverbial clause: ☐ I had to wait six weeks until/before the parcel arrived. We use until to talk about an action that continues to a particular time and then stops: ☐ They sat on the beach until the sun sank below the horizon, and then they went home. and when the adverbial clause describes the result of an action in the main clause: ☐ He cleaned his shoes until they shone. ('shining' is the result of 'cleaning'.)
C	Hardly, no sooner, scarcely When we say that one event happened immediately after another we can use sentences with hardly, no sooner, and scarcely (see also Unit 100). After hardly and scarcely the second clause begins with when or before; after no sooner it begins with than or when: □ The concert had hardly begun before all the lights went out. □ I had no sooner lit the barbecue than/when it started to rain.
	We often use a past perfect in the clause with hardly no sooper or scarcely and a past simple in

the other.

9.1		noose as, when or while, whichever is correct or more likely, to complete these sentences. If ere is more than one possible answer, write them both and notice any differences in meaning.
	(1	
	11.4	She fell overshe kicked the ball.
		we were younger our parents had to pay for our music lessons.
		I speak Spanish, I talk slowly to help people understand me.
		I carefully packed all the old books into boxes, Emily wrote down their titles in
		a notebook.
	5	She stayed at home watching television her brother was at school.
	6	Where did you liveyou got married?
	7	I'm older I'd love to be a dancer.
	8	the results started to come in, it became clear that President Como had lost the
		election.
		The humidity started to increase the day wore on.
	10	the boy watched in fascination, the ants picked up the dead beetle and carried it
		off to their nest.
		The fan makes a screeching sound I switch the computer on.
	12	the meeting continued, it became clear that the two sides would not reach an
		agreement.
		the car went by, someone waved to me through the window.
		Kingsley had finished, he tidied up the room and left.
	13	The snow was getting deeper and deeper we waited for the delayed train to
	16	arrive.
		I was in the shower the phone rang. the paint dries it changes from a light to a deep red.
	1/	the paint dries it changes from a light to a deep red.
9.2		ere are some extracts from a talk about the life and work of Professor Johannes Wichmann. rite before or until in the spaces or before/until if both are possible. (B)
	1	He continued to work at London University he retired in 1978.
		he left his native country, he learned English by listening to the radio.
	3	It wasn't long he was appointed Professor of Chemistry.
	4	He married Martha he moved to England in 1935.
	5	he came to England he worked in his father's grocery shop.
	6	He kept applying for university research positions he was appointed to a post at
		London University.
	7	He was almost unknown outside his specialised field he was awarded the
	li arti	Nobel Prize.
	8	He would work in his laboratory for days at a time he had gathered the results
		he needed.
9.3	C	omplete the sentences in any appropriate way. (C)
	1	The paint on the sitting room wall had scarcely dried before my daughter put her dirty hands all over it.
	2	David had no sooner recovered from a broken ankle
	3	He had hardly put down the phone
		We had no sooner eaten
	5	Maggie had hardly finished speaking
	6	I had scarcely driven to the end of the street

Unit 80	Giving reasons: as, because, etc.; for and with
A	We can begin a clause with as, because, seeing that, seeing as, or since to give a reason for a particular situation: ☐ As it was getting late, I decided I should go home. ☐ We must be near the beach, because I can hear the waves. ☐ Since he was going to be living in Sweden for some time, he thought he should read something about the country. ☐ We could go and visit Sue, seeing that we have to drive past her house anyway.
	Notice that — ☆ it is also common and acceptable for because to begin a sentence, as in: □ Because everything looked different, I had no idea where to go. ☆ to give reasons in spoken English, we most often use because. So is also commonly used to express a similar meaning (see also Unit 81). Compare: □ Because my mother's arrived, I won't be able to meet you. ('because' introduces the reason) and □ My mother's arrived, so I won't be able to meet you. ('so' introduces the result.) ☆ when it means 'because', since is rather formal. It is uncommon in conversation, but is frequently used in this way in academic writing: □ I had to go outside because I was feeling awful. ('since' is unlikely in an informal contex □ The results of this analysis can be easily compared to future observations since satellite coverage will remain continuous. (more likely than 'because' in this formal context.) ☆ seeing that is used in informal English. Some people also use seeing as in informal speech: □ Ken just had to apologise, seeing that/as he knew he'd made a mistake.
В	In formal or literary written English we can also introduce reasons with for, in that, or, less commonly, inasmuch as. For is a formal alternative to 'because'; in that and inasmuch as introduce clauses which clarify what has been said by adding detail: The film is unusual in that it features only four actors. (or In that, the film is) Clara and I have quite an easy life, inasmuch as neither of us has to work too hard but we earn quite a lot of money. (or Inasmuch as, Clara and I) We must begin planning now, for the future may bring unexpected changes. (not For the future, we must – where 'for' means 'because'.)
C	The prepositions because of, due to, and owing to can also be used before a noun or noun phrase to give a reason for something: We were delayed because of an accident. She was unable to run owing to/due to a leg injury. (= because of a leg injury.) We have less money to spend owing to/due to budget cuts. (= because of budget cuts.) Notice that we don't use because alone before a noun or noun phrase: We were delayed because there was an accident. (notbecause an accident.) In current English we usually avoid owing to directly after a form of be: The company's success is due to the new director. (notis owing to) However, owing to is used after be + a degree adverb such as entirely, largely, mainly, partly: The low election turnout was partly due to/owing to the bad weather. We can often use either it was due tothat or it was owing tothat:
D	☐ It was owing to his encouragement that she applied for the job. (or It was due tothat) We can use for and with followed by a noun phrase to give a reason. For has a similar meaning

We can use for and with followed by a noun phrase to give a reason. For has a similar mean to 'as a result of' and is common in most styles of English (compare B above):

☐ She was looking all the better for her stay in hospital.

With has a similar meaning to 'as a result of there being':

☐ With so many people ill, I've decided to cancel the meeting.

(i)	1 passengers were given a full refund 2 Angela agreed to book tickets for us all 3 I'll buy you lunch 4 I've given up dairy products 5 we were recommended to buy the textbook second hand 6 the guest lecturer was late 7 we get on so well 8 you should never walk under a ladder (ii) a it's your birthday b it was her idea to go to the theatre c Dr Jones spoke about his research instead d a new copy would be very expensive e I suggested we all go on holiday together f the train was delayed for more than an hour g it's supposed to be unlucky h I'm trying to lose weight
1 -	+ f Since the train was delayed for more than an hour, passengers were given a
•	full refund.
	Seeing as as
	Because
5	since
6	As
	seeing that
	because
1 2 3 4	It's likely that the mistake was wind owing to sentences using due to or owing to with one of these phrases. If both due to owing to are possible, write them both. (C) lack of interest stress at work heavy cloud its central location human error. She claims her illness is entirely due to/owing to stress at work. The cancellation of the competition is The popularity of the restaurant is largely
No	ow complete these sentences using because or because of + one of these phrases. (C)
	his age his phone was engaged local opposition the bright sunlight there was a fly in it
6	I had to drive in dark glasses
	I couldn't speak to Tom
	The council had to withdraw its plan to close the swimming pool
	My grandfather couldn't do a sponsored parachute jump
10	He sent the soup back
	ewrite these sentences using for or with instead of because (of). Give alternatives where essible. (D)
1	I got a job as a street sweeper because my money was running out.
	With my money running out, I got a job as a street sweeper. or
	I got a job as a street sweeper, with my money running out.

- 2 I couldn't hear what Sue was saying because of the noise.
- 3 Jane went to stay with her aunt because her father was in hospital.
- 4 I felt a lot fitter because of all the exercise I was doing.
- 5 Because the train drivers are on strike tomorrow, I don't think I'll go to London after all.

Purposes and results: in order to, so as to, etc.

U	CCC.
A	In order/so as + to-infinitive To talk about the purpose of an action we can use in order/so as + to-infinitive: He took the course in order to get a better job. Trees are being planted by the roadside so as to reduce traffic noise. In spoken English in particular it is much more common simply to use a to-infinitive without order' or 'so as' to express the same meaning: He took the course to get a better job.
	We rarely use just 'not + to-infinitive', but instead use so as not to or in order not to: He kept the speech vague in order not to commit himself to one side or the other. (notvague not to commit himself) The land was bought quickly so as not to delay the building work. (notquickly not to delay) However, in contrastive sentences we can use not + to-infinitive, but + to-infinitive as in: I came to see you not (in order/so as) to complain, but (in order/so as) to apologise. Notice that we can put in order/so as before the to-infinitives in sentences like this.
В	In order that and so that We also use in order that and so that to talk about a purpose. Compare: She stayed at work late in order/so as to complete the report. and She stayed at work late in order that/so that she could complete the report. (notin order that/so that to complete the report.) So that is more common than in order that, and is used in less formal situations. Note that informally we can leave out that after so, but we always include it after in order.
	A present tense verb in the main clause is usually followed by a present tense verb (or a modal with present or future reference – can, will, etc.) in the clause beginning in order that/so that. past tense verb in the main clause is usually followed by a past tense verb (or a modal with pareference – could, would, etc.) in the clause beginning in order that/so that. Modal verbs are very often used after in order that/so that: Regular checks are made in order that safety standards are maintained. Advice is given in order that students can choose the best course. Did you give up you job so that you could take care of your mother? I hid the presents so that Jackie wouldn't find them.
C	 Such that and in such a way that; suchthat In formal contexts, such as academic writing, we can use such that to introduce a result: The model was designed such that the value of x could be calculated. (= 'in a way that has the result that'; orin order that; orso that) Less formally we can also use in such a way that or in such a way as + to-infinitive with a similar meaning: The advertisement is printed in such a way that two very different pictures can be seen depending on how you look at it. In fact, the tax cuts have been designed in such a way as to leave out the very people it supposed to help.
	We can also use such + noun phrase + that to introduce a result: \[\subseteq \text{ It is such a popular play that the performance was sold out after the first day.} \]

(For so + adjective/adverb + that, see Unit 73.)

81.1	Combine the two sentences in the most appropriate way using in order (not) + to-infinitive or so as (not) + to-infinitive. (A)		
	1 I had to borrow money from the bank. 2 He packed his suitcase with the books at the bottom. 3 Bus fares in the city are being cut. 4 We crept quietly towards the deer. 5 I walked around the outside of the field. 6 We put up a fence. 7 She looked down at the book in front	 a This was done to encourage people to use public transport. b We wanted to prevent people walking across the grass. c I didn't want to damage the growing crops. d I did this to set up the business. e They didn't want to disrupt traffic too much. f We didn't want to frighten them away. 	
	8 The roadworks were carried out at night. of her.	g She wanted to avoid his gaze. h He didn't want to crush his clothes.	
	1 + d had to borrow money from the baso as to set up		
81.2	Look again at the sentences you wrote in 81.1. Is it also possible to use only a to-infinitive, without in order or so as? Write \(\sigma \) or \(\times \). (A) 1 I had to borrow money from the bank to set up the business. \(\sigma \)		
31.3	it will/ would let enough light in it won mosquitoes can't/ couldn't get in nobody people can/ could walk around the gardens. They have an open day at their house each gardens. I put a rug over the stain on the carpet so the stain on the stain on the carpet so the stain on the carpet so the stain on the carpet so the stain on the stain on the carpet so the stain on the	entence. Decide which of the underlined parts of 't/ wouldn't take up a lot of computer memory y will/ would know it was there we can/ could see the view over the city year so that people can walk around the nat	
31.4	Rewrite each sentence less formally in two was using in such a way as to. (C) 1 The factory demolition was planned such the The factory demolition was planned in	ys; one using in such a way that and the other	
	2 The meeting room is designed such that eve microphones.	ryone's voice can be heard without the use of	
	3 The documents are written such that they are	re easily comprehensible.	
	4 If the dial is rotated such that the number 1	is at the top, the valve opens.	

Contrasts: although and though; even though/if; while, whilst, and whereas

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w	٨	٦	
7	•	а	
ш		u	

Although and though

We use although or (less formally) though to say that there is a surprising contrast between what happened in the *main clause* and what happened in the *adverbial clause*:

□ Although/Though Reid failed to score himself, he helped Jones to score two goals. With a similar meaning, we can use despite the fact that/in spite of the fact that (e.g. 'Despite the fact that/In spite of the fact that Reid failed to score himself...') or despite/in spite of + -ing (e.g. 'Despite/In spite of Reid failing to score himself...').

Notice that we can use though, but not although, at the end of a clause:

☐ I eat most dairy products. I'm not keen on yogurt, though.

We can give special emphasis to an adjective by putting it before though in the pattern adjective + though + noun/pronoun + verb (usually a linking verb such as appear, be, become, feel, look, seem, sound, prove, etc.). As can be used instead of though, but notice that you can't use although. Compare:

- ☐ Hot though (or as) the night air was, they slept soundly. and
- ☐ Although/Though the night air was hot, they slept soundly.

В

Even though and even if

We can use even though (but not 'even although') to mean 'despite the fact that' and even if to mean 'whether or not'. Compare:

☐ Even though Tom doesn't speak = Despite the fact that i.e. the speaker knows Spanish, I think he should still he doesn't speak Spanish that Tom doesn't speak visit Madrid. Spanish □ Even if Tom doesn't speak = Whether or not he i.e. the speaker doesn't Spanish, I think he should still know definitely whether speaks Spanish visit Madrid. Tom speaks Spanish or not

C

While, whilst and whereas

In formal contexts we can use while or whilst with a meaning similar to 'although' to introduce something that qualifies what is said in the main clause or something that may seem to conflict with it. In this case, the while/whilst clause comes before or within the main clause, but not after it:

- □ While/Whilst there is no evidence that Peter cheated, we were all astonished that he passed the exam. (not We were all astonished that he passed the exam, while...)
- ☐ The diesel model of the car, while/whilst more expensive, is better value for money. Note that whilst is a rather literary word and some people avoid using it.

We can use while or whereas (or less often whilst) to say that something contrasts with something in the main clause. The while/whereas clause may come before or after the main clause:

- □ Dave gets lots of homework from school, while/whereas Sue gets very little.
- □ While/Whereas I always felt I would pass the exam, I never thought I would get an A grade.

We don't use whereas where what is said in the subordinate clause makes what is said in the main clause unexpected:

☐ Although/While Sophie's father is from Spain, she doesn't speak Spanish. (not Whereas...)

D

We can use -ing and past participle (-ed) clauses after although, though, while and whilst, and also clauses with the subject and verb left out (see Unit 59D):

- □ (Al)though not huge, the garden needs constant attention. (= (Al)though it is not huge...)
- □ While welcoming the government's new funding for the health service, doctors are still unhappy about working conditions. (= While they welcome...)
- □ Some writers, whilst convinced that Hemingson supported the rebels, have questioned how involved he was in the fighting. (= whilst they are convinced...)

- 82.1 Match the sentence halves and give special emphasis to the adjective by moving it to the front of the sentence, as in 1. Use either though or as. (A)
 - 1 it may seem amazing
 - 2 she was frightened
 - 3 food became scarce
 - 4 the climbers were experienced
 - 5 the instructions first appeared confusing
 - 6 it looked disgusting
 - 7 she felt confident
 - 8 their new products have proved successful
- a they were very useful when I looked at them
- b she forced herself to pick up the snake
- c they had never faced such severe conditions
- d the company is still in financial difficulties
- e they always found enough to share with me
- she knew the examination would not be easy
- g my brother John has won the lottery
- h it was actually quite tasty
- 1+g Amazing though it may seem, my brother John has just won the lottery. (or Amazing as it may seem ...
- 82.2 Expand the notes and rewrite the sentences using In spite of + -ing in 1-3 and In spite of his/her + noun in 4-6. (A)
 - 1 Although she has to cope with three small children, ... (taking part-time MBA course) In spite of having to cope with three small children, she is taking a part-time MBA course.
 - 2 Although he was much younger than the others, ... (was most outstanding footballer team)
 - 3 Although he ate a big lunch, ... (had three-course meal evening)
 - 4 Although she was frightened, ... (allowed huge spider placed in her hands)
 - 5 Although she is obviously intelligent, ... (finds it difficult express ideas in writing)
 - 6 Although she was ill, ... (went walking holiday Nepal)

Now rewrite the sentences you have written beginning Despite the fact that...

- Despite the fact that she has to cope with three small children, she is taking a part-time MBA course.
- 82.3 Underline the correct phrase. (B)
 - 1 The driver stopped to let on more passengers even though! even if the bus was already full.
 - 2 I wouldn't tell you where Gail lives even though! even if I knew.
 - 3 Even though! Even if I only play one match for my country, I'll be happy.
 - 4 Even though! Even if he had just put a cigarette out, Lawrence lit another one.
 - 5 He plays for Wales even though/ even if he was born in Scotland.
 - 6 You won't see all the animals in the zoo even though/ even if you stay for the whole day.
 - 7 Even though/ Even if I'm quite old, I still miss my parents.
 - 8 I still couldn't afford to go to Paris, even though! even if I took the cheapest route.
- 82.4 Match the sentence halves and join them with While or Whereas at the beginning of the sentence. In which of the sentences you write can the clause beginning while or whereas come after the main clause? (C)
 - 1 Paula is blonde
 - 2 horse riding is an expensive pastime
 - 3 a decade ago we used to get a lot of blackbirds in our garden
 - 4 the true number of unemployed is over
 - a million
 - 5 the temperature is below freezing

- a more and more people are taking it up
- b the government says it is under 500,000
- c all her sisters have dark hair
- d it actually feels quite warm when the sun is out
- e we rarely see them today
- 1+c While/Whereas Paula is blonde, all her sisters have dark hair. or All her sisters have dark hair, whereas/while Paula is blonde.

Unit	
83	If (1)
No. of Contract of	Real conditionals
A	In real conditionals (see GR note above M9) we usually use a present tense verb in the if-clause to talk about the future: □ If you leave now, you'll be able to catch the 5 o'clock train. (or If you're leaving now) However, in conversation we can use be going to instead of a present tense verb: □ If I'm going to catch the train, I'll have to leave now. □ We'll need more chairs if we're going to invite so many people to the performance. When we make offers, and give instructions or advice we can use an imperative in the main clause: □ Take another sandwich if you're hungry.
	☐ If you have a mobile phone, check that it is turned off.
В	We can use <i>if</i> -clauses with a present tense verb to introduce certain conditions under which something is true: □ The video pauses if you <i>press</i> this button. □ If age-related changes <i>are taken</i> into account, the conclusion remains the same. (Here 'if' has a meaning similar to 'when'.)
C	We can talk about possible future events with a present perfect verb in the <i>if</i> -clause and a future form (will, present continuous, or be going to) in the main clause. Sometimes present perfect or present simple can be used with a similar meaning: I'll lend you War and Peace if I've finished it before you go on holiday. (orif I finish) If you haven't paid the bill by Friday, we're taking the carpets back. (or If you don't pay) However, to focus on the future consequences of a past event, we use the present perfect. Compare: If I've failed my maths exam again, I'm going to give up the course. (suggests I have already taken the exam; I don't know the result) and If I fail my maths exam again, I'm going to give up the course. (I may or may not have taken the exam)
	Unreal conditionals
D	In unreal conditionals (see GR note above M9) we can use ifwere + to-infinitive rather than if + past simple to talk about imaginary future situations, particularly to suggest it is unlikely that the situation in the if-clause will happen (see also Unit 14): ☐ If the technology were to become available, we would be able to expand the business. However, notice that we don't usually this pattern with verbs such as belong, doubt, enjoy, know, like, remember, and understand when they describe a state: ☐ If I knew they were honest, I'd gladly lend them the money. (not If I were to know) We sometimes use this pattern to make a suggestion sound more polite:
E	 □ Would it be too early for you if we were to meet at 5.30? We use if it was not for + noun phrase (or more formally if it were not for + noun phrase) to say that one situation is dependent on another situation or on a person (see also Unit 85A). When we talk about the past we can also use if it had not been for + noun phrase: □ If it wasn't/weren't for Vivian, the conference wouldn't be going ahead. □ If it wasn't/weren't for the fact that Chloe would be offended, I wouldn't go to the party. □ If it hadn't been for Dad, I wouldn't have gone to college. (or If it wasn't/weren't for) In formal language we can also use Were it not for and Had it not been for (see Unit 84B): □ Were it not for Vivian □ Had it not been for Dad
166	We can use but for + noun with a similar meaning, particularly in formal contexts: ☐ The village school would have been closed years ago but for the determination of teachers and parents to keep it open. (=if it hadn't been for the determination) Grammar review: real and unreal conditionals → M9-M17

	riggest completions for these sentences. Add either an imperative (1–3) or an if-clause (4–6). (A) There have been a lot of thefts from cars in the city centre. If you leave your car there make sure it's locked ordon't leave any valuables in it
2	If you have any more problems with the computer,
3	If you see John today,
4	keep well away from them.
5	don't hesitate to get in touch with me again.
6	get off at the stop near the library.
pı	omplete the sentences using one of the following pairs of verbs. Use the present simple or esent perfect in the if-clause, and give alternatives. Notice any possible differences in eaning when these tenses are used. (C) not fill in – need not help – go leave – meet
1	not arrive - give study know break - have to If you have studied/study Macbeth, you'll know the scene with the witches.
	If you home before I get there, I'll you at the airport.
	If you the window, you'll pay for it.
	If the taxi
5	If you in an application form, you will to do so before you can b considered for the job.
6	If the antibiotics by the end of the week, I'll to the hospital.
	noose from these verbs to complete the sentences, using each verb once only. If possible, use e pattern were + to-infinitive. If this is not possible, use the past simple form of the verb. (D) belong close doubt hold switch understand
1	If they an election now, the Democrats would undoubtedly win.
2	If I his honesty, I wouldn't employ him.
	If all cars to liquefied petroleum gas, air pollution levels would fall dramatically I'd sell the house immediately if it to me.
	If I Chinese, I'd do the translation myself.
6	There would be no cinema in the town if the Odeon
W	rite new sentences with similar meanings. Begin with the word(s) given. (E)
1	It's only because he's a professor that anybody pays any attention to him. If it wasn't for the fact that he is a professor, nobody would pay any attention to him.
2	His happiness would have been complete except for his anxiety over Bridget. If it were
	The weather was terrible. Otherwise, we would have gone walking this weekend. If it had
	The strike would probably still be going on if the government hadn't intervened. Were it
	The fight could have got out of hand if the police hadn't arrived. Had it
6	Everything was quiet except for the sound of birds singing. But for
7 8	There would have been far more wars in the last 50 years without the United Nations. <i>If it was</i> . We would have been here two hours ago except for the roadworks on the motorway. <i>If it</i>
0	had
9	Paul comes from a wealthy family. Otherwise he could not have gone to the USA to study. Were it

Unit 84	If (2)
A	In spoken English we often use if-clauses without a main clause. In particular, we use them in polite requests, instructions, etc.: If I might just say a few words. (= I want to speak) I think it's important to If we could get back to the subject of homework. Why haven't you done any for the last week? (= Let's go back to talking about homework) and to qualify what someone else has said. In this case if is usually stressed: A: Bill won't be happy if he finds out you've taken his bike. B: If he finds out. (= s/he doesn't necessarily agree that Bill will find out, or s/he will make sure that he doesn't
В	When the first verb in a conditional <i>if</i> -clause is should , were, or had we can leave out if and put the verb at the start of the clause (see Units 99 and 100 for more on inversion). We do this particularly in formal or literary English, and only in hypothetical conditionals (a type of unreal conditional which answers the question 'What would happen if?'): Should any of this cost you anything, send me the bill. (= If any of this should cost) It would be embarrassing, were she to find out the truth. (=if she were to find out) Had they not rushed Jo to hospital, he would have died. (= If they hadn't rushed Jo)
C	We don't usually use ifwill in conditional clauses. However, we can use ifwill − ☆ when we talk about a result of something in the main clause. Compare: □ Open a window if it will help you to sleep. (orif it helps you to sleep; 'Helping you to sleep' is the result of opening the window) and □ I will be angry if it turns out that you are wrong. (notif it will turn out; 'Turning out that you are wrong' is not the result of being angry) ☆ in requests or with the meaning 'if you are willing to' (or ifwould to be more polite): □ If you will/would take your seats, ladies and gentlemen, we can begin the meeting. ☆ in real conditionals when we want to show that we disapprove of something. In this case, will is stressed in speech (see also Unit 16B): □ A: I'm tired. B: Well, if you will go to bed so late, I'm not surprised.
D	Notice that we can use ifwon't when we talk about a refusal to do something: There's no point in trying to teach the class if they won't pay attention. In a real conditional sentence (see GR note above M9), we use ifhappen to, ifshould, or ifshould happen to to talk about something which may be possible, but is not very likely. Ifhappen to is most common in spoken English: If you happen to be in our area, drop in and see us. (or If you should (happen to) be) Notice that we don't usually use this pattern in unreal conditionals talking about states or events in the if-clause which the speaker perceives as highly unlikely or impossible: If the North Sea froze in winter, you could walk from London to Oslo. (but probably not If the North Sea happened to freeze/should (happen to) freeze in winter)
E	In comparison clauses we can use as if followed by a noun phrase, -ing clause, past participle (-ed clause, or to-infinitive to introduce a comparison with a situation described in the main clause. We do this to give an explanation or to say that something appears to be the case but is not: Richard walked in as if nothing had happened. His hands made a circular motion, as if steering a bus through a sharp bend. After scoring, Fowler fell to the floor as if hit by a bullet. As if to convince herself that Rob was really there, she gently touched his cheek. Notice that we can use as though instead of as if, and in informal speech some people use like with the same meaning: The crowd reacted as though they were watching a boxing match. (oras if) He walked into the room like nothing had happened. (oras if)
168	Grammar review: real and unreal conditionals → M9–M11, M17

84.1 Write a new sentence with a similar meaning to the sentence given. Begin with the word(s) given. (B)

- 1 Consult your doctor again if the symptoms remain 72 hours after starting the course of medicine. Should the symptoms remain 72 hours after starting the course of medicine, consult your doctor again.
- 2 You would know what you have to do for homework, if you had not been absent from school on Friday. Had...
- 3 Clare would have been able to stay with her friends if they were still living in Brussels. Were...
- 4 The shop would not have had to shut down if the workers were prepared to accept a wage cut. Were...
- 5 We shall have to reduce the number of staff employed if the financial performance of the company doesn't improve in the near future. Should...
- 6 I might have considered taking the job if the salary had been higher. Had...
- 84.2 Are the underlined parts of the sentences correct? Correct the ones that are wrong. (C)
 - 1 If I will press this button, will it start to record?
 - 2 You're welcome to borrow my old bike, if you think it will be of any use to you.
 - 3 If he won't resign, the Prime Minister should sack him.
 - 4 If the disease will be untreated, it can lead to brain damage.
 - 5 If you'll tell me where the vacuum cleaner is, I'll clean the house.
 - 6 If you'll complain about me, I'll get into trouble with my teacher.
 - 7 If it'll save money, I'm willing to go by public transport.
- 84.3 If possible, rewrite the underlined parts of these sentences with happen to. If it is unlikely, write X after the sentence. (D)
 - 1 If I see Karen when I'm in Rome, I'll send her your regards.
 - 2 If a UFO landed in the centre of London, there would be mass panic.
 - 3 The plan for a new airport to be built outside London is bad news if you live nearby.
 - 4 If I was the President of the United States, I would order its nuclear weapons to be destroyed.
 - 5 If you are in the south of Spain next week, there is a good chance of seeing a total eclipse of the sun.



84.4 Complete the sentences in any appropriate way, or use the notes for ideas. (E)

(agree – everything Julie said) (I – say – shocking) (it – reverse – wall) (try – imagine – contained) (overcome – great weariness)

- 1 My father raised his eyebrows as if had said something shocking.
- 2 He folded his arms on the table and laid his head on them, as if...
- 3 She stared hard at the parcel as if...
- 4 He nodded his head slowly as if...
- 5 The back of the car looked as if...

If I were you...; imagine he were to win

00	in i were your, imagine he were to win
A	In unreal conditional sentences (see GR note above M9) we can use were after any subject in the if-clause, including singular first and third person subjects (e.g. I/she/he/it). This use of were is sometimes called the past subjunctive, and is generally preferred only in formal contexts Note that although the verb has a past form, reference is to the imagined present or future: If your mother were here, I'm sure she wouldn't let you eat all those chocolates. We would not be able to provide after-school sports if it were not for dedicated teachers like Mr Morgan. Was can be used instead of were with the same meaning ('If your mother was here', etc.). However, we prefer were rather than was when we give advice with If I were you:
В	Were is used in this way in other patterns when we talk about imaginary situations – (i) when we use were + subject + to-infinitive or were + subject as a more formal alternative to if + subject + was/were (see also Unit 84B): □ Were the election to be held today, the Liberals would win easily. (or If the election was/were held today) □ Were I not in my 70s and rather unfit, I might consider taking up squash. (or If I wasn't/weren't in my 70s and rather unfit)
	 (ii) after wish: □ I enjoy my job enormously, but I wish it were closer to home. (orI wish it was) □ Of course I'm pleased that James has been given the award. I only wish he weren't so boastful about it. (orI only wish he wasn't)
	 (iii) after if only when we express our regret that a situation isn't different: □ 'If your job is so bad, why don't you leave?' 'If only it were that simple.' (or If only it was □ I'd really like to do accounting. If only I weren't so poor at maths. (or If only I wasn't)
	 (iv) after would ('d) rather and would ('d) sooner when we talk about preferences: I feel embarrassed about what happened and would rather the event were forgotten. (orwas forgotten.) 'I've arranged a meeting for the end of July.' 'I'd sooner it were earlier, if possible. (ori was earlier.)
	 (v) in sentences or clauses beginning with suppose, supposing and imagine: Suppose I were to lower the price by £100. Would you consider buying the car then? (or Suppose I was to lower) I know it looks rather dirty now, but imagine the house were (to be) repainted. It would look a lot more attractive. (orimagine the house was (to be) repainted.)
	And in comparisons we can use were – (vi) after as if and as though (see Unit 84E) and even if: □ I remember stepping off the boat in New York as if it were yesterday. □ Despite losing the election, she continues to act as though she were prime minister. □ It would be too late to start work on the building this year even if it were possible to find the money for it.
C	We can use the phrase as it were to show that we realise that something we have said may not precisely express what we mean. We often do this to be humorous or to sound less definite: □ To dismantle the machine you begin by holding it by its ears, as it were, these handles at the sides, and pulling the front towards you. □ Becky runs the office and Sue is her apprentice, as it were. (= Sue is not really her apprentice, but is learning from Becky as an apprentice might do)

 1guilty of libel 2government to increase university fees 3anyone to lean against the window 4not already busy in August 5to see the conditions in which the refugees are living 	(ii) a the glass would certainly break b you would be horrified c I would gladly accept your invitation d there would be an outcry from students e the newspaper would face huge legal costs		
1 + e Were it to be found guilty of libel, costs.	the newspaper would face huge legal		
sentence with Suppose, Supposing, or Imagine, then were. (Bv)	fore each of the questions below. Start the new , followed by a pronoun, noun or noun phrase and		
	iss the last train. How would we get home?		
	How would you celebrate?		
5 (population of Britain/ all Buddhist)	How would its society be different?		
Complete the sentences with either as if or ever then were. (Bvi) 1 Muller spoke slowly <u>as if it were</u> a gree 2 Every day Mrs Green would walk around the	eat physical effort.		
3 She knew she wouldn't be able to eat rabbit	•		
4 Jamie completely ignored me	and the control of th		
5 He picked Natasha up			
6 I don't think I would have got the job			
7 When Mary saw that I was stuck she laughe	d out loudnot so		
criticalemployees a joke.	to offer it to me		
8 I wouldn't accept the job	to offer it to me.		
Complete the sentences using one of the phras	es in (i) with expanded notes from (ii). (A & B)		
(i) if it were not for wish he were if only it were 'd rather it were 'd sooner she were	forgottenclassmates goingfriends not so criticalemployees long nightswinter as easythat breakfast beforeleave		
the winter.	den if it were not for the long nights in		
2 I'm not happy about Katie going to Thailand alone. I			
4 I know you haven't got much time, but			
5 Forgetting to wear my shoes to school was e			
6 I'm very fond of Sebastian, but I			
Add as it were to one of the possible places in	each sentence. (C)		
1 You could see tiredness descending upon her as her eyes began to close.			
2 The virus hides behind healthy cells to preve			
	from the grave to play an important part in the		

performance.

Unit 86	Ifnot and unless; if and whether; etc.
	Ifnot and unless
A	Unless is used in conditional sentences with the meaning 'except if': ☐ You can't travel on this train unless you have a reservation. With unless we use present tenses when we talk about the future: ☐ Unless it rains, I'll pick you up at 6.00. (not Unless it will rain)
В	In <i>real</i> conditional sentences, we can often use either unless or ifnot with a similar meaning Unless the theatre is able to raise £100,000, it will have to close. (or If the theatre isn't able to; implies 'it will have to close only if it can't raise the money')
	However, we use ifnot but not unless –
	 ☆ when the 'only if' implication does not apply: □ If it wasn't the best performance of Hamlet I've seen, it was certainly the strangest.
	We usually use ifnot rather than unless in <i>unreal</i> conditional sentences:
	We use unless but not ifnot –
	If and whether
C	We can use if or whether to say that two possibilities have been talked or thought about, or to say that people are not sure about something: □ They couldn't decide if/whether it was worth re-sitting the exam. □ Do you know if/whether Ben's at home?
	Whether can usually be followed immediately by or not. Compare: □ I didn't know if Tom was coming or not. (notif or not Tom was coming.) and □ I didn't know whether or not Tom was coming. (orwhether Tom was coming or not
D	We use whether rather than if — ☆ after a preposition (although if is sometimes used informally) and before a to-infinitive: □ We argued about whether butter or margarine was better for you. (informallyif) □ I couldn't decide whether to buy apples or bananas. ☆ in the pattern noun/adjective + as to whether to mean 'about' or 'concerning': □ There was some disagreement as to whether he was eligible to play for France. Other nouns and adjectives used in this pattern include conflict, confusion, debate, discussion, doubt, question, speculation, uncertainty; concerned, indifferent, uncertain, undecided, unsure.
	and we prefer whether rather than if − ☆ after the verbs advise, choose, consider, depend on, discuss, talk about, and think about: □ You should consider whether the car you are interested in is good value. ☆ in a clause acting as a subject or complement: □ Whether the minister will quit over the issue remains to be seen.
172	☐ The first issue is whether he knew he was committing a crime.

.)

- 86.1 Match the sentence halves and write a new sentence with the same meaning, beginning each one with Unless... (A)
 - 1 We'll never get to the meeting...
 - 2 Alternative sources of funding must be found...
 - 3 If the roads haven't changed in that part of town...
 - 4 The weather must start improving soon...
 - 5 If it isn't ridiculously expensive...
 - 6 You are only entitled to state benefit...

- a ... or the farmers will lose their crops.
- b ...if the train doesn't leave within five minutes.
- c ...I'm sure I'll be able to find my way there.
- d ...or the research will not be able to continue.
- e ...I think I'll buy that painting.
- f ...if you have been unemployed for six months.
- 1 + b Unless the train leaves within five minutes, we'll never get to the meeting.
- 86.2 Underline the correct phrase. If either is possible, underline them both. (B)
 - 1 Unless the infection is treated/ If the infection isn't treated urgently, there is a real danger that she will die.
 - 2 Unless she had gone! If she hadn't gone to university, she would have gone into the army.
 - 3 Unless he was/ If he wasn't so clumsy, he'd be the best person to do the work.
 - 4 The man can't be prosecuted *unless the police can provel if the police can't prove* he intended to steal the jewels.
 - 5 *Unless they werel If they weren't* the tastiest strawberries I've every eaten, they were definitely the biggest.
 - 6 It'll be surprising unless Rachel passes/ if Rachel doesn't pass her piano exam.
 - 7 John was expecting us, but I've knocked and rung on the bell and there's no answer unless he's gonel if he hasn't gone next door to see the neighbours.
 - 8 Unless you get/ If you don't get a loan from the bank, how will you pay for the house?
 - 9 They'll go on strike unless they get/ if they don't get a pay rise.
 - 10 Where will you stay unless Louise is at home! if Louise isn't at home?
 - 11 I can borrow my brother's tent unless he's using it/ if he's not using it, in which case I'll have to buy one.
- 86.3 Write whether or if/whether (if both are possible) in these sentences. (C & D)
 - 1 I was wondering _____ you'd had your exam results yet.
 - 2 She was undecided as to to fly or go by train.
 - 3 Police have refused to confirm or not they have arrested anyone following the robbery.
 - 4 It is unclear _____ the new regulations will affect all buildings or just new ones.
 - 5 'How much will the computer cost?' 'That depends on I get one with a 15 or 17-inch screen.'
 - 6 Harry said that he was leaving home, but I didn't know ______ to believe him.
 - 7 Have you any idea Ken will be at the meeting?
 - 8 Can you remember the door was open or closed when you got to the house?

 - 11 The government is considering ______ to hold an enquiry into the accident.
 - 12 Everyone in the village was very friendly. It didn't matter _______ you'd lived there for a short or a long time.
 - 13 Do you have any view on young children should be given homework from school?

Connecting ideas in a sentence and between sentences

A

Some words and phrases (sentence connectors) are used to connect one sentence with a previous sentence or sentences. Often (but not always) these go at the beginning of the sentence:

☐ There was no heating in the building. As a result, the workers had to be sent home. (or The workers had to be sent home as a result.)

Other words and phrases (conjunctions) are used to connect clauses within a single sentence:

□ While I was waiting, I read a magazine.

☐ I'll be wearing a red jumper so that you can see me easily.

We can't use a comma to connect ideas joined by a sentence connector. However, these words and phrases can be used to connect two clauses in one sentence if the clauses are joined with and, but, or, so, or a semi-colon (;), colon (:), or dash (-):

☐ The building was extremely well constructed and, as a result, difficult to demolish.

☐ You could fly via Singapore; however, this isn't the only way.

type of connection	example sentence connectors	example conjunctions
comparing, contrasting, and indicating that a situation (in the main clause) is unexpected	after all, all the same, alternatively, anyway, by contrast, even so, however (<i>but see</i> D), in any case, in contrast, instead, nevertheless, on the contrary, on the other hand	although, even though, though, whereas, while, yet
reasons and results	as a consequence, as a result, consequently, for one thing, so; hence, in consequence, therefore, thus (the last four are rather formal)	as, because, for, in that, since, insofar as, so, so that
adding information	above all, after all, also, besides, furthermore, in addition, likewise, moreover, similarly, what's more; as well, too (the last two are not used at the beginning of a sentence)	
condition	if not, if so, otherwise	as long as, assuming (that), if, on condition that, provided (that), so long as, supposing (that), unless
time: one event at the same time as another	at that time, at the same time, meanwhile	as, when, whenever, while
time: one event before or after another	after, after that, afterwards, before, before that, earlier, later, previously, soon, subsequently, then	after, as soon as, before, since, until

Note that after, before and so can be both connectors and conjunctions.

В

Even though is a conjunction used to say that a fact doesn't make the rest of the sentence untrue (see also Unit 82B). It connects ideas within a sentence:

□ Even though it was midday, I put on the light.

Even so is a sentence connector used to introduce a fact that is surprising in the context of what was just said. It connects ideas *between* sentences:

☐ It was midday. Even so, I put on the light.

C

However is often used as a sentence connector, but it can also be used -

☆ as an adverb when it is followed by an adjective, adverb, or much/many:

□ We just don't have the money to do the work, however necessary you think it is.

☆ as a conjunction when it means 'in whatever way':

☐ However she held the mirror, she couldn't see the back of her neck.

37.1				ii) to complete these sentences in entences and phrases already giver	
		(i)		(ii)	42.1
		alternatively	as long as	everybody had their fair share his face seemed familiar	you could poison them
		for one thing otherwise	meanwhile so that	the rent was paid on time	it's too expensive the street was deserted
		while	yet	the volcano continues to erupt	
	1			into slices 50 that everybody ha	
	2	A small boy was	kicking a hal	l against a wall;	
				im before,	
				s is taking place.	
				v French restaurant? B:	
		The second secon		aving parties in my room	
	8	One way of gett	ing rid of weed	ds is to dig them out	
37.2	Ur	nderline the corre	ect alternative.	(A, B & C)	
	1	Your essay is bassome very interes		and full of spelling mistakes. Thou	gh/ Nevertheless, it contains
				standing, while/ in contrast to the v	
	3	I felt guilty about decision.	it leaving the c	company even so/ even though I kn	ew I had made the right
	4	The course taugl	ht me a lot abo	out jewellery design. Even though!	Even so, there is still a lot I
	5	I had expected n eyes and she star		be happy with the news. Instead/ A	lthough tears came to her
	6	Herbs are usuall from tropical are		mperate climates, whereas/ on the o	ther hand spices are mainly
		I turned the igni		so/ as a consequence we had to spe ar refused to start. As/ Meanwhile	
	9	closer. She wrote the quinto their books.		blackboard while/ at the same time	e the students copied them
	10			ustralia, I'd never seen a koala.	
	11	Modern farming numbers are in o		e destroyed the habitat of many bir	ds. As a result/ So that their
	12	I'll have to buy s	some ladders u	inless/ if not I can borrow a pair from	om Ray.
	13	I first met Kevin	in the 1970s.	At that time/ When he had long ha	ir and a beard.
37.3	(D)	•	the sentences. Begin however + ad	
				essful artist, however difficult it	
		the amount you	eat.		
				, it is important to spend	
	4	Professor Malco	lm is always h	appy to spend time with his studen	ts,

Prepositions of position and movement

A	Across, over We can use across or over to talk about a position on the other side of, or moving to the other side of a road, bridge, border, river, etc.: Mike lives in the house across/over the road from ours. The truck came towards them across/over the bridge. Once she was across/over the border, she knew she would be safe.
	We use over rather than across when we talk about reaching the other side of something that is high, or higher than it is wide. Compare: □ He jumped over the fence into the garden. and □ He jumped across the stream.
	When we are talking about something we think of as a flat surface, or an area such as a country or sea, we prefer across rather than over: □ He suddenly saw Sue across the room. □ The figures moved rapidly across the screen. □ The programme was broadcast across Australia.
	We prefer all over rather than all across to mean 'to or in many different parts of an area'. However, we commonly use across, or right across for emphasis: The disease has now spread all over the world. (or(right) across the world.)
В	Along, through When we talk about following a line of some kind (a road, a river, etc.), we use along: They walked along the footpath until they came to a small bridge.
	We use through to emphasise that we are talking about movement in a three dimensional space, with things all around, rather than a two dimensional space, a flat surface or area: □ He pushed his way through the crowd of people to get to her. Through often suggests movement from one side or end of the space to the other. Compare: □ She walked through the forest to get to her grandmother's house. and □ She spent a lot of her free time walking in the forest.
c	Above, over; below, under; beneath, underneath; throughout We can use either above or over when we say that one thing is at a higher level than another: Above/Over the door was a sign saying, 'Mind your head'. However, we prefer above, when one thing is not directly over the other. Compare: They lived in a village in the mountains above the lake. (not directly over) and The bird hovered just a few metres above/over the lake. (directly over)
	We use over, not above, when something covers something else and touches it:
	Below is the opposite of above; under is the opposite of over. The differences in the uses of below and under are similar to those between above and over (see above): It's hard to believe that there is a railway line below/under the building. (at a lower level) Her head was below the level of the table so nobody noticed her. (not directly under) She hid the presents under a blanket. (the blanket covers and touches the presents) Esther ran under the bridge. (horizontal movement at a lower level) We can use underneath as an alternative to under as a preposition of place. Beneath is sometimes used as a more formal alternative to under or below.
	We can use throughout to emphasise that something is in every part of a place (see also Unit 90A): □ The flower is found throughout the island. □ The same laws apply throughout Europe.

88.1	Complete the sentences with across or over, whichever is correct or more likely. If both are possible, write across/over. (A) 1 After I'd finished work I walked the car park to where Ruth was waiting. 2 They own a house the river in Richmond. 3 The gate was locked so we had to climb the wall. 4 You're not allowed to go the railway line. You have to use the bridge. 5 She was the first woman to row alone the Atlantic. 6 Nuclear waste continues to be transported the country, despite objections from campaigners. 7 The traffic was busy on the main road so we walked the pedestrian crossing. 8 She leaned out the balcony rail and looked for Philip in the square below.
88.2	 Underline the correct or most appropriate word(s) in each sentence. (A & B) 1 It took several minutes to walk across/ over/ along/ through the corridor to the exit. 2 Across/ Over/ Along/ Through the table I could see Oliver looking at his watch. 3 He fell across/ over/ along/ through the floor into the cellar below. 4 I could see Bob across/ over/ along/ through the other side of the river. 5 He cycles thousands of miles each year all across/ over/ along/ through the country. 6 Hotels have been built across/ over/ along/ through the beach for about 25 kilometres north of the town.
88.3	 Correct the prepositions (above, over, below, under) if necessary, or write ✓. (C) He slept with his wallet below his pillow. He broke his leg just below his knee. The town stood at the top the hill, and stretching into the distance under it were huge areas of green fields. She threw a coat above her shoulders and stepped out into the cold. The autumn and spring equinoxes are when the sun is directly above the equator. He lived in a first-floor flat above a greengrocer's in Leyton. When the police got to the car they found the driver slumped above the steering wheel. He always wore a vest below his shirt, even in summer. I could hear the plane flying high over the clouds. The palace is situated on a wooded hillside 3 kilometres over the city.
88.4	 A number of common idioms include the prepositions in this unit. Match the idioms in italics and their meanings below. 1 'What's wrong?' 'I'm just feeling rather below par.' 2 'Her clothes look rather old-fashioned. In fact, she's never been particularly concerned about her appearance.' 'That's a bit below the belt, isn't it?' 3 She already has 18 books on gardening under her belt and she is now working on number 19. 4 He had never played well for the club and left under a cloud. 5 She lost her temper and went completely over the top, accusing him of cheating. 6 They received a bonus in December over and above their monthly salary. 7 We have a lot more students at college this year. They haven't just come to particular departments, the increase is right across the board.
	a in addition to b successfully completed c slightly unwell d applies equally to all areas e cruel or unfair f with some people's disapproval g extreme behaviour: indicating disapproval

Between and among

00	between and among
A	As prepositions of place we use between with two or more people or things that we see as individual or separate, and we use among when we see the people or things as part of a group or mass. Among is only used with three or more people or things: She held the diamond between her thumb and forefinger. Zimbabwe is situated between Zambia to the north, Mozambique to the east, Botswana to the west, and South Africa to the south. He stood among all his friends in the room and felt very happy. She eventually found her passport among the clothes in the drawer.
	Note that amongst is sometimes used instead of among, but in more literary contexts.
В	Between and among are not only used as prepositions of place. For example, we can use either to talk about something divided or shared between people: □ The money is to be divided between/among the towns in the area. □ The prize will be shared between/among the first six finishers in the race. We also use between –
	 ☆ to talk about comparisons and relationships (e.g. with the words association, balance, comparison, connection, contrast, correlation, difference, distinction, link, relationship): □ There should be a better balance on the committee between the various ethnic groups. □ They are wrong to claim that there is a link between unemployment and crime. ☆ to talk about choices: □ I have to choose between the universities of Leeds, York and Manchester. □ He felt torn between his family and his friends. ☆ to talk about discussions or the results of discussions when we specify the two or more
	people or groups involved: ☐ There was a disagreement between Neil, John and Margaret. ☐ The treaty was signed between Great Britain and France. ☆ to say that people or things share an amount of something: ☐ Between them, Ray and Ingrid must earn about £100,000 a year. ☐ Last year the three companies built 30,000 houses between them.
	We also use among —
C	There are a number of common expressions using between and among, including among others (= what is said applies to other people or things, too), among other things (= including other things), between ourselves (= this should be kept secret), and between you and me (= this should be kept secret): □ The concert features, among others, Karl Frisk and the Johnsons. (= other singers/groups are featured, too) □ I later found out that he had been a carpenter and a dustman, among other things. (= he had had other jobs, too) □ Between ourselves (= keep this a secret), I don't think Tom is as honest as he should be. □ I've got a maths exam next week, but between you and me (= but keep this a secret) I haven't done any revision yet.

- 89.1 Underline the correct answer. (A)
 - 1 For a couple of days I've had a pain between/ among my shoulder blades.
 - 2 He couldn't find a microphone between/ among all the recording equipment he had with him.
 - 3 It would be easier to read if you put a line space between/ among the paragraphs.
 - 4 In the photograph Val is standing between/ among her parents.
 - 5 The lost manuscript was discovered between/ among the thousands of books in the cellar.
 - 6 The buffet is towards the middle of the train between/ among first and second class seating.
 - 7 She carried trays of drinks and food between/ among the crowd of guests in the room.
 - 8 I couldn't see Robbie between/ among the audience, although he said he would be there.
 - 9 Rebecca commutes between/ among her flat in London and her sister's home in Halifax.
- 89.2 Complete the sentences with between or among and the most likely words or phrases from those below. If you can use either between or among, write between/among. (B)

its clients my closest friends cooking intake of refined sugar the striking dockers the pupils his remaining relatives teenagers 1 I wasn't feeling very hungry, so Jo and I shared a bowl of noodles between us .. 2 I bought four bars of chocolate and divided them in the class. 3 The distinction and professional athletes is becoming less clear. 4 It has become fashionable to dye their hair in various colours. 5 When Jack died, his daughter inherited the house and the rest of his money was split 6 The advertising company is very successful, numbering most of the big banks 8 Given a choice and washing up, I know which I'd prefer to do. 9 Neil and Ashley are ______, so I'll invite them to the wedding, of course. 10 Late last night the talks and their employers broke down.

89.3 Kathy and her friend Jo recently travelled around Europe. Here is what Kathy wrote in a letter home from Rome. Fill in the gaps with between or among. (A & B)

Hello Mum and Dad!
Rome must be (1)
we went to the Pantheon, an ancient Roman temple, which is (6) the
Vatican and the Foro Romano. The Italian king umberto I and the artist Raphael are
(7)
Kathy

Unit 90	Prepositions of time
E I Production	During, in, over, throughout
A	We use during or in to talk about a period of time within which an event or activity occurs. The activity may continue for the whole of the period of time: □ I stayed at home during the summer. (orin the summer.) □ The population of the city has actually fallen during the last decade. (orin the last) or the event may happen at some time, or be repeated a number of times, in the period of time: □ We went to France during the summer. (orin the summer.) □ He suffered a number of injuries during his career as a footballer. (orin his career)
	We use during, rather than in, to mean 'at some time in the period of' before nouns such as illness, holiday, meal, stay, treatment, and visit, when we refer to an event which lasts some time. The President made the speech during a visit to Madrid. and also with the phrase the whole (of), emphasising duration of an entire period: No-one was allowed to leave the ship during the whole of its time in port.
	We can use throughout to emphasise that something happens over the whole of a period of time We had enough firewood to keep us warm throughout the winter. (orwarm during/through the winter.)
В	We can use over or during when we talk about something that goes on for a length of time within a period of time, either for some of that period or for the whole of it: □ Weather conditions have been improving over/ during the past few days. □ I fell, banged my head, and can't remember anything about what happened over/ during the next hour or so.
	However, if we talk about a short event that happens within a period of time, we prefer during: She sneezed during the performance. (= on one or a few occasions; notover the performance.) During a pause in the conversation, she left the room. (not Over a pause)
	Note that we can use throughout to mean that short events happen continuously within a period of time:
C	Until, by, up to There are a number of ways of saying when something that has continued for some time stops → We use until to say that something continued or will continue to a particular time, and by to say that something happened or will happen either before a particular time or at that time at the latest. Compare: □ We have to be at home until 2.30. (We must not leave home before 2.30) and □ We have to be at home by 2.30. (We must arrive home either before or at 2.30) Note that till can be used instead of until. It is particularly common in conversation, but rarely found in formal writing. ★ In informal contexts we can use up to or up till instead of until. We commonly use up to/til with now and with then: □ I've just bought a computer. I've always used a typewriter up to now. (orup till now) □ The roadworks are likely to go on up to the end of May. (orup till the end) ★ We can use until now to talk about a situation that will not continue beyond now: □ Supermarkets say that until now there has been little consumer interest in buying organic produce. (The situation has changed or is going to change)

Notice, however, that we don't use until now for a situation that will or may continue into

□ When the contract is signed it will be the building company's biggest order to date.

the future. Instead we can use so far or, in formal contexts, to date: \Box It was certainly the best match of the football season so far.

- 90.1 In which of the sentences can the word in brackets replace during? Write ✓ if it can replace it and ✗ if it can't. (A & B)
 - 1 I'm going to get a cup of coffee during the break. (in)
 - 2 She lost more than 15 kilos during her illness and she was off work for two months. (in)
 - 3 He twisted his ankle during the match and had to retire injured. (over)
 - 4 The weather was terrible here during December. (in)
 - 5 The meeting will be some time during January. (over)
 - 6 She sang in a choir during her childhood. (throughout)
 - 7 People no longer expect to be employed in the same place *during* the whole of their working lives. (in)
 - 8 Do you think standards of numeracy have fallen during the last twenty years? (over)
 - 9 This is one of the pieces we heard during the concert last night. (in)
 - 10 Jean will have to sleep in the spare room during her stay with us. (in)
 - 11 The town was rebuilt during the early 16th century. (over)
 - 12 It was impossible to buy bananas during the war. (in)
 - 13 Harry had a phone call during the meal and had to leave early. (in)
 - 14 He had to put up with great pain during his treatment for a heart condition. (in)
 - 15 My stomach ache got steadily worse during the evening. (over)
- 90.2 Complete the sentences with by and until. Use by in one of the pair and until in the other. (C)
 - 1 a I was feeling really hungry the time dinner was served.
 - b We sat around the fire talking the time dinner was served.
 - 2 a Sorry I'm late. I've been in a meeting now.
 - b I thought Jack would have been here now.
 - 3 a I've got to pay the money back the end of the month.
 - b I've got the end of the month to pay the money back.
 - 4 a I put on an extra pair of socks. then my feet were freezing cold.
 - b I stood outside the cinema for an hour. then my feet were freezing cold.
 - 5 a She was already a leading economist her early twenties.
 - b She studied economics her early twenties and then moved into law.
 - 6 a I hope to finish the decorating the weekend.
 - b It will take me the weekend to finish the decorating.
- 90.3 Here is another of Kathy's letters (see Unit 89.3). Choose the correct or more likely word or phrase. In some cases, both are possible. (A–C)

Hi Peter

- (1) Over/ During the last three weeks we've covered thousands of kilometres by train.
- (2) <u>So far/ until now</u> we've been to Stockholm, Berlin and Rome, and now we're in Amsterdam. (3) <u>So far/ until now</u> I thought Rome was the best city we'd been to, but I think I love Amsterdam even more. We've been here for three days, and have been very impressed with what we've seen (4) <u>so far/ until now</u>. We spent the first two days in galleries, looking particularly at Van Gogh's paintings. I didn't know much about his work (5) <u>so far/ until now</u>. Incidentally, we bumped into your friend Ken (6) <u>in/during</u> our visit to the Van Gogh museum. We're staying here (7) <u>until/by</u> Saturday and then we're going to Paris. Must go now. We're off to The Hague for the day and have to be at the station (8) <u>until/by</u> 9.30.

Kathy

Talking about exceptions

DO NOT THE REAL PROPERTY.	9
A	We use except or except for to introduce the only thing or person that a statement does not include: □ The price of the holiday includes all meals except (for) lunch. □ Everyone seemed to have been invited except (for) Mrs Woodford and me. □ I had no money to give him except (for) the few coins in my pocket. We use except, not except for, with to-infinitives, and that-clauses:
	☐ I rarely need to go into the city centre except to do some shopping. ☐ They look just like the real thing, except that they're made of plastic.
	We usually use except before prepositions, bare infinitives, and that-clauses including where the word that is left out (see Unit 53). However, informally except for is sometimes also used, although this is grammatically incorrect: There is likely to be rain everywhere today except in Wales. There is nothing more the doctor can do except keep an eye on him.
	☐ They look just like the real thing, except (that) they'te made of plastic.
	We can use except for, but not except, with the meaning 'but for' (see C below).
В	We use except (for) to mean that something is not included in a particular statement, but we use besides to mean 'as well as' or 'in addition to'. Compare: □ I don't enjoy watching any sports except (for) cricket. (= I enjoy only cricket) and □ Besides cricket, I enjoy watching football and basketball. (= I enjoy three sports) □ I haven't read anything by her, except (for) one of her short stories. and □ Besides her novels and poems, she published a number of short stories.
	Apart from can be used with the same meanings as both except (for) and besides: □ I don't enjoy watching any sports apart from cricket. (= except for) □ Apart from cricket, I enjoy watching football and basketball. (= besides; as well as)
C	We can use but with a similar meaning to except (for), particularly after negative words such as no, nobody, and nothing: Immediately after the operation he could see nothing but/except (for)/apart from vague shadows. There was no way out but/except/apart from upwards, towards the light.
	But for has a different meaning from except for. We use but for to say what would or might have happened if the thing introduced by but for had not happened:
	 □ The country would now be self-sufficient in food but for the drought last year. (= if there hadn't been the drought) □ But for the leg injury he suffered last year, he would probably have been picked for the national team by now. (= if he hadn't injured his leg)
	However, some people use except for in the same way as but for, particularly in informal spoken English: I'd have got there on time except for the taxi being late. (orbut for the taxi being late.)
	☐ Except for the problems with my computer, I would have got the book finished weeks ago. (or But for the problems with my computer)
D	We can use excepted, apart or aside after mentioning a person or thing to say that they are not included in a statement that we make: □ It has been, 1984 excepted/apart/aside, the hottest July for the last 100 years. □ Tom had difficulties with question two. This excepted/apart/aside, he did very well in the exam.

1 He was dressed very smartly	91.1	C	complete the sentences with except or except for. Indicate where both are possible. (A)
3 I liked everything in the meal		1	He was dressed very smartly that his shoes were dirty.
3 I liked everything in the meal		2	I'll be able to see you any day Thursday when I'm in Paris.
4 I had nothing to do sit by the pool and relax. 5 We would have gone walking last week the terrible weather. 6 She had no choice to wait for the next train. 7 There are very few wolves left in the country in a small area of forest in the north. 8 All the puddings on the menu cost £3.50 the incertainty the last fence. 10 She might have won the race hitting the last fence. 11 The plant is found on every continent Africa. 12 He gave no excuse for turning up late that it had too much sugar in it. 14 I drove all the way without stopping to buy petrol. 15 I thought the cake was pretty good that it had too much sugar in it. 16 I drove all the way without stopping to buy petrol. 17 The plant is found on every continent that it had too much sugar in it. 18 I drove all the way without stopping to buy petrol. 19 Where necessary, correct these sentences with besides or except (for). If the sentence is already correct, write \(\text{(B)} \) 1 She had never been out of the country besides a week in Ireland as a child. 2 Besides being small, Demmark is very flat, with villages linked by country roads. 3 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 4 Except for his novels, Campbell wrote a number of biographies. 5 There was nothing in the fridge besides a rather mouldy piece of cheese. 6 He was unhurt in the crash except for a bruise on his forehead. 91.3 Match the sentences and rewrite them as single sentences beginning But for the (C) 1 Barry gave me excellent directions. 2 The bad weather caused interruptions. 3 The charity supplied food and medicines. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. 1 He a but for the excellent directions Barry gave me, I would have got totally lost. 2 Without these, I would have got totally lost. 5 Otherwise, the wind would have got totally lost.			
6 She had no choice			
7 There are very few wolves left in the country in a small area of forest in the north. 8 All the puddings on the menu cost £3.50		5	We would have gone walking last week the terrible weather.
north. 8 All the puddings on the menu cost £3.50		6	She had no choice to wait for the next train.
9 I'm in the office all the time		7	
10 She might have won the race		8	All the puddings on the menu cost £3.50 the ice cream, which was £2.
11 The plant is found on every continent		9	I'm in the office all the time at lunch times.
12 He gave no excuse for turning up late		10	She might have won the race hitting the last fence.
13 I thought the cake was pretty good that it had too much sugar in it. 14 I drove all the way without stopping to buy petrol. 91.2 Where necessary, correct these sentences with besides or except (for). If the sentence is already correct, write ✓. (B) 1 She had never been out of the country besides a week in Ireland as a child. 2 Besides being small, Denmark is very flat, with villages linked by country roads. 3 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 4 Except for his novels, Campbell wrote a number of biographies. 5 There was nothing in the fridge besides a rather mouldy piece of cheese. 6 He was unhurt in the crash except for a bruise on his forehead. 91.3 Match the sentences and rewrite them as single sentences beginning But for the (C) 1 Barry gave me excellent directions. 2 The bad weather caused interruptions. 3 The charity supplied food and medicines. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. 6 The bank gave me a loan. 6 The bank gave me a loan. 7 Leg Match the sentences and rewrite them as single sentences beginning But for the (C) a If it hadn't, the building would have been completed by now. 8 Without this, human rights would not have improved in the country. 9 Cotherwise, many more people would have died in the famine. 6 If it hadn't, I would not have been able to set up my business. 9 Without these, I would have got totally lost. 1 + e But for the excellent directions Barry gave me, I would have got totally lost. 2 Match the sentence is already correct. 3 Match the sentence is already. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. 8 If it hadn't, I would not have been able to set up my business. 9 Without these, I would have got totally lost. 1 + e But for the excellent directions Barry gave me, I would have got totally lost. 2 Match the sentence is already.		11	The plant is found on every continent Africa.
91.2 Where necessary, correct these sentences with besides or except (for). If the sentence is already correct, write ✓. (B) 1 She had never been out of the country besides a week in Ireland as a child. 2 Besides being small, Denmark is very flat, with villages linked by country roads. 3 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 4 Except for his novels, Campbell wrote a number of biographies. 5 There was nothing in the fridge besides a rather mouldy piece of cheese. 6 He was unhurt in the crash except for a bruise on his forehead. 91.3 Match the sentences and rewrite them as single sentences beginning But for the (C) 1 Barry gave me excellent directions. 2 The bad weather caused interruptions. 3 The charity supplied food and medicines. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. 6 The bank gave me a loan. 7 Let But for the excellent directions Barry gave me, I would have got totally lost. 9 Let But for the excellent directions Barry gave me, I would have got totally lost. 1 + e But for the excellent directions Barry gave me, I would have got totally lost.		12	He gave no excuse for turning up late that he was tired.
91.2 Where necessary, correct these sentences with besides or except (for). If the sentence is already correct, write ✓. (B) 1 She had never been out of the country besides a week in Ireland as a child. 2 Besides being small, Denmark is very flat, with villages linked by country roads. 3 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 4 Except for his novels, Campbell wrote a number of biographies. 5 There was nothing in the fridge besides a rather mouldy piece of cheese. 6 He was unhurt in the crash except for a bruise on his forehead. 91.3 Match the sentences and rewrite them as single sentences beginning But for the (C) 1 Barry gave me excellent directions. 2 The bad weather caused interruptions. 3 The charity supplied food and medicines. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. 4 If it hadn't, I would not have been able to set up my business. a Without these, I would have got totally lost. 6 Otherwise, the wind would have caused even more damage to the house. 1 + e But for the excellent directions Barry gave me, I would have got totally lost. 2 3 4 5 5		13	I thought the cake was pretty good that it had too much sugar in it.
correct, write ✓. (B) 1 She had never been out of the country besides a week in Ireland as a child. 2 Besides being small, Denmark is very flat, with villages linked by country roads. 3 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 4 Except for his novels, Campbell wrote a number of biographies. 5 There was nothing in the fridge besides a rather mouldy piece of cheese. 6 He was unhurt in the crash except for a bruise on his forehead. 91.3 Match the sentences and rewrite them as single sentences beginning But for the (C) 1 Barry gave me excellent directions. 2 The bad weather caused interruptions. 3 The charity supplied food and medicines. 4 The trees provided shelter. 5 The EU threatened sanctions. 6 The bank gave me a loan. by Without this, human rights would not have improved in the country. c Otherwise, many more people would have died in the famine. d If it hadn't, I would not have been able to set up my business. e Without these, I would have got totally lost. 1 + e But for the excellent directions Barry gave me, I would have got totally lost. 2 3 4 5 5 The bad never feat a with villages linked by country roads. 8 The planned new road will increase traffic in the area except for damaging an area of ancient woodland. 9 It it hadn't, the building would have been completed by now. Without this, human rights would not have improved in the famine. d If it hadn't, I would not have got totally lost. C Otherwise, the wind would have got totally lost. 1 + e But for the excellent directions Barry gave me, I would have got totally lost.		14	I drove all the way without stopping to buy petrol.
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4 5	91.3	N 1 2 3 4 5	Match the sentences and rewrite them as single sentences beginning But for the (C) Barry gave me excellent directions. The bad weather caused interruptions. The charity supplied food and medicines. The trees provided shelter. The EU threatened sanctions. The bank gave me a loan. Completed by now. Without this, human rights would not have improved in the country. Cotherwise, many more people would have died in the famine. If it hadn't, I would not have been able to set up my business. Without these, I would have got totally lost. Otherwise, the wind would have caused even more damage to the house.
4 5		2	· · · · · · · · · · · · · · · · · · ·
4 5		3	
5		2	

Prepositions after verbs

A

B

Some verbs are frequently followed by particular prepositions. This table shows some common verb + preposition combinations:

	about	after	for	of	on	with
agree	/				1	1
argue	/		/			1
ask	1	1	1	/		
care	/		1			
enquire (or inquire)	/	/				
know	1			/		
learn	/			1		
talk	1			1	/	1

TOUT TO					
talk	/	V V	1	1	1
☐ They began We use care about	to learn about nutrities to talk about someth	ion when they were ing we are (not) con	cerned abo		
after is used with thing), particularly	ask and enquire mean y concerning their hea g to ask/enquire after y when they asked/end	ing to try to get info lth. Compare: Mrs Brown in Ward	ormation al	sk/enquire ab	out) and
☐ He finished and with care to t keep them in good ☐ Jan cared for to mean 'like', uses of care for ar	the drink quickly and alk about doing the not lealth or condition: or her disabled mother particularly in negative e rather formal: for the theatre much.	l asked for another. ecessary things for so r until her death last e sentences, and to	year. (or Jamean 'wan	an took care of in offers. Bo	of) oth of these
☐ Diane went ☐ The whole ☐ I have just ! We use ask of who	k, know, and learn to recently to Laos and country knew of Chur earnt of the death of en we make or talk abour to ask of you and	can talk of nothing electric chill's love of cigars or Brown. (or less foout requests:	lse. (or less . (or less fo	formally 'ta	alk about'
☐ I was asked☐ We agreed of Notice that we use	Ik and agree to mean to talk on my researce on a time to meet. (usue agree to to say that so overnment agreed to the	ch. (orto talk about ally there has been proposed to be someone allows some allows someone a	ut) previous di nething to h	scussion or di appen:	sagreement.)
☐ I used to ar We use agree with ☐ Adam think	argue and talk when very gue/talk with Les for to say that two peopers we should accept the approve of a particular.	hours. le have the same opi e offer, and I agree	inion:	involved:	

□ I agree with letting children choose the clothes they wear. (or I agree about/on...)

or to say that two descriptions are the same:

\[
\subseteq \text{Tom's story agreed with that of his son.}
\]

- 92.1 Cross out any incorrect prepositions. (A)
 - 1 When I phoned the hospital to enquire after/ on/ about Ricky, I was told that he'd gone home.
 - 2 I only advertised the car for sale on Wednesday, but by the end of the week ten people had phoned to ask *after/ for/ about* it.
 - 3 We can learn a great deal after/ of/ about the oceans by studying even a small piece of coral.
 - 4 I didn't agree about/ for/ with a word of what she said.
 - 5 Professor Owen is giving a talk of/ with/ on the Romans in Lecture Hall 1.
 - 6 I had to care for/ after/ about my elderly parents when they both became ill.
 - 7 For many years we have been arguing for on with changes in the way the college is managed.
 - 8 She didn't know of about on her stepbrother's existence until her mother died.
- 92.2 Put in the correct or most appropriate preposition from those in A. Sometimes two answers are possible. (B)
 - 1 'If you want to enquire a motor insurance quotation, please press 1.'
 - 2 I hope you're brother's feeling better soon. When you see him, tell him I asked him.
 - 3 I first learnt his decision to resign when it was announced on the radio last night.
 - 4 We're going to talk the council about the possibility of planting some new trees in the park.
 - 5 I don't care _____ pop music at all. I much prefer classical music.
 - 6 The teacher says we've got to do the test, so there's not point in arguing it.
 - 7 The government has agreed ______ a public inquiry into the helicopter crash.

 - 11 She's always arguing her parents about what to watch on television.

 - 13 The course was brilliant. We learnt using the Internet in language learning.
 - 14 'Dan said he'll try to fix my car.' 'What does he know cars?'
 - 15 I don't think the government cares enough nursery education to fund it properly.
 - 16 After hours of discussion, the committee finally agreed the amount of money to donate.
- 92.3 These sentences include more verbs that are commonly followed by the prepositions in A. Can you explain the difference in meaning? Use a dictionary if necessary.
 - 1 The police acted on the information very quickly./ I couldn't be at the meeting, so my solicitor acted for me.
 - 2 I've been thinking a lot about your idea, and I've decided I'd like to support you./ What do you think of the colour in the bedroom?
 - 3 Sam was called after my grandfather./ Campaigners have called for a referendum on the issue.
 - 4 They say he worked for the CIA in the 1970s./ She works with computers.
 - 5 We're *counting on* Mike to supply the food for the party./ Playing exciting football *counts for* little if the team isn't winning.

Prepositions after nouns

	repositions after hours
A	Many nouns are followed by the same prepositions as their related adjective or verb. Compare: \[\textsitem \text{ Are you satisfied with the way that the business is being run? and } \] \[\text{ The shareholders have expressed satisfaction with the way the business is being run.} \]
	A few nouns are followed by different prepositions. Compare: They became fond of each other at school. and Their fondness for each other grew and many years later they married. Other nouns like this and their corresponding adjective or verb are proud of/pride in, ashamed of/shame about/at.
	Some nouns take a preposition where their related verb does not. Compare: They're going to ban smoking in restaurants. and I would support a ban on smoking in restaurants. Other nouns like this include admiration for, amazement at, discussion about/on, improvement in, influence on, interview with, lack of. Note that many other nouns are commonly followed by of-phrases which indicate possession, a property, or classify the noun by describing what it relates to. Compare: He described the conductor as moving his arms like a windmill. and His description of the conductor was very funny.
В	Some nouns can be followed by of + -ing but not usually a to-infinitive: He's got into the habit of biting his nails when he's nervous. Other nouns like this include cost, effect, fear, likelihood, possibility, probability, problem, prospect, risk, sign. Some nouns can be followed by a to-infinitive but not usually of + -ing: His unhappy childhood explains his reluctance to talk about his parents. Other nouns like this include ability, attempt, concern, decision, desire, determination, failure, inability, permission, proposal, reason, refusal, (un)willingness. Note that many of these nouns can also be used with other prepositions + ing (e.g. attempt at -ing, reason for -ing, etc.).
С	Some nouns can sometimes be followed either by of + -ing or a to-infinitive with a similar meaning, usually after the: Do staff have the opportunity of taking unpaid leave? (orthe opportunity to take) The aim of providing clean drinking water has been achieved. (or The aim to provide) Other nouns like this include ambition, idea, option, plan.
	However, some nouns, such as chance, sense and way, have more than one meaning and are followed either by of + -ing or a to-infinitive depending on which meaning is used. Compare: What's the chance of throwing five heads when you throw a coin five times? (= likelihood; notchance to throw) and Will you get the chance to visit Miki in Japan? (= opportunity; notof visiting) He didn't have the sense to move away from the puddle of water as the bus went past. (= good judgement; notsense of moving) and Everyone was very friendly and she had a sense of belonging within a few days of moving to her new school. (= feeling; notsense to belong) I've got a way of cooking rice perfectly every time. (= method; orway to cook) and She has a really funny way of speaking. (= manner; notway to speak) Notice also that of +-ing usually follows no/every/the sole/the slightest/(not) any/with the +
	☐ I have no intention of lending Dan any more money. (not no intention to lend) and ☐ He appropried his intention to stand in the election (orintention of standing.)

admire	advise	e preposition. amaze	ashamed	cruel	discuss	
improve	influence	interview	lack	proud	vaccinate	
	still in hospit				ipport a ban on h	
					s eager to talk ab	out his recip
		eful a Daily Harald		_	enied that she plan	e to raise tax
					nd also study for	
	long	the relati	ive merits of	CDs and re	ecords.	
young.					ith his children wl	hen they wer
		typhoid		-		
					of British jazz.	1
					had shaved all hi and many people	
Complete the infinitive. (B		ith a noun fro	m (i) and a v	vord from (ii). Use either of -	+ -ing or a t
(i)			(ii)		
ability	cost decisi	0.0				
***************************************	cost accisi	OII		acknowledg	e allow	buy f
(CC 10.27%)	ear possil			acknowledg get	e allow remember	buy 4 stop
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Two- and three-word verbs: word order

A	The meaning of some verbs commonly used with a particular preposition or adverb (or particle) is often different from the meaning of their separate parts. We can call these two-word verbs: The company's debts were mounting up. (= increasing) I'll quickly go over the main points of the report again. (= summarise) She had to let her dress out because she'd put on weight. (= make it larger)
	Other three-word verbs are commonly used with an adverb + preposition. Do you think he's really likely to go through with his threat? (= do it) The team has failed to live up to earlier expectations. (= achieve what was expected)
	These two- and three-word verbs are sometimes also called <i>phrasal verbs</i> .
В	Many two-word verbs are usually intransitive (see Glossary):
	However, some two-word verbs can be used transitively or intransitively with the same meaning (e.g. answer back, call back, clear away, cover up, help out, take over, tidy away, wash up): □ I'll call back later. □ I'll call you back when I get home. and other two-word verbs can be used transitively or intransitively with a different meaning (e.g. break in, cut out, hold out, look out, look up, pick up, split up, turn in, wind up): □ The engine cut out and the car stopped. □ I cut the picture out of the magazine
С	With many transitive two-word verbs, the object can come before or after the verb: \[\subseteq \text{I want to try out the local food. (or try the local food out.)} \]
	However, if the object is a pronoun it must come between the verb and the adverb: \[\subseteq \text{I won't be able to go to the party. You'll have to count me out. (notcount out me.)}\] and we prefer to put the object after the adverb when the object is long. Compare: \[\subseteq \text{I had to clean the kitchen up. (orclean up the kitchen.) and}\] \[\subseteq \text{I had to clean up the mess in the kitchen. (rather thanclean the mess in the kitchen up.)}\]
	Other verbs like this include bring about, drink up, gather up, get down, leave out, make up, mess up, shoot down, sort out, throw away, try out, use up.
D	With some transitive two-word verbs, the object comes between the verb and the adverb: \[\subseteq \text{ I just couldn't tell the twins} \text{ apart. (nottell apart the twins)} \] Other verbs like this include catch out, hear out, order about, pull to, push to, shut up, stand up.
E	With some transitive two-word verbs, the object follows the preposition:
F	With most three-word verbs, the object goes after the preposition: □ The government is to cut back on spending on the armed forces. □ He really looks up to his older brother. Other verbs like this include come in for, come up against, look down on, put up with.
	However, a few three-word verbs usually have the object immediately after the verb. A second noun or noun phrase goes after the preposition:
100 30 30	other veros are this include do out of, help on with, let in on, put down as, put up to, take up of

4.1	If possible or necessary, add an appropriate	nou	n or pronoun in the	space. (B)				
	1 The same problem kept cropping				ixed it.			
	2 I'm not sure how you spell it. I'll look							
	3 I'm busy at the moment, but I can help			ning.				
	4 If you tidy away, I'll do the							
	5 The deal fell through becau	se v	ve couldn't agree a pi	rice.				
4.2	Show where the word or phrase in brackets	nce with a 🗸	. If it is possible					
	to put it in more than one place, mark these		= 1					
	1 The house is really untidy, but I haven't go (it)	ot ti	me to sort	out	now.			
	2 We've introduced a training scheme to bri improvement)	ng .	about .		. (some			
	3 The strike by airline pilots messed		up	. (the holida	y I'd spent			
	4 I decided to try out		for a couple of m	onths (the di	iet)			
	5 I used up to l			CONTRACTOR OF STREET				
	6 'I must get my shoes repaired again.' 'But		10 074		hrow			
	away? (them		, 10 00 010 1111, 40	n c you just t				
			· · · · · · · · · · · · · · · · · · ·		16.			
4.3	Choose a two-word verb from (i) and a noun			iplete each so	entence. If two			
	word orders are possible, give them both. (C							
	(i)	1	(ii)					
	get down leave out make up		the general ideas	me	my mind			
	push to hear out shut up		her name	the thing	the window			
	A SECOND	- 11 1233 - 12 3	188 173					
	1 It's freezing in here. Can you push the							
	2 When she filled the form in she							
	3 The alarm started when I opened the car of		And the second s					
	4 There were so many desserts on the menu							
	5 I, but the lectu							
	6 I know you suspect me of cheating, but yo			ance to expla	iin myself. At			
	least before ma	akın	g up your mind.					
4.4	If necessary, correct the word order or give a	a mo	ore likely word order	in these sent	tences. If they			
	are already correct, write ✓. (D, E & F)							
	1 He was always ordering about everyone, a	1 He was always ordering about everyone, getting them to do his work for him.						
	2 It is assumed that parents will provide their children for until they are 18.							
	3 She wouldn't let in me on the secret, however hard I tried to persuade her.							
	4 The snow has been so heavy that the police have called motorists on to avoid unnecessary journeys.							
	5 I checked into the hotel at about 4.00.							
	6 I took up Keith on his offer and stayed in	his	flat while I was in La	ondon.				
	7 The government has come in for a lot of co				pending on			
	arms.		over no decision		r-maning on			
	8 My parents didn't approve of our engager	nent	4)					

There is, there was, etc.

JJ	mere is, there was, etc.
A	When we introduce a new person or thing into what we are saying – to say that this person or thing exists, happens, or is to be found in a particular place – we can use a sentence beginning There + be. In these cases, there is not stressed: There was a loud bang from upstairs. (not A loud bang was from upstairs.) There's nothing to eat. (not Nothing is to eat.) We invert this pattern in questions to ask about the existence etc. of people and things: Is there anybody in here?
	We can also use there with auxiliary and modal verbs with be (e.g. has been, can be): There must be some way of contacting her. with verbs and to be (e.g. used to be, is supposed to be, tends to be, appears to be, seems to be There appears to be a major disagreement between the two presidents. and some other verbs that indicate existence (e.g. arise, emerge, exist, remain): During the 1990s there arose a demand for organic food.
	Because we use there in this way to <i>introduce</i> topics, the noun after there + be often has an indefinite or non-specific meaning. So we often use a/an, zero article, any(one) (+ noun), or some(thing), no(body), etc. rather than the, this, my, your (+ noun), or a name, which give the noun a more definite or specific meaning. Compare: □ There's nobody here. □ There was something strange about her. and □ The cat was in the kitchen. (more usual than There was the cat in the kitchen.; but compare There was a cat in the kitchen.) □ Sam is waiting for me outside. (more usual than There is Sam waiting for me outside.)
	When we use there + be + the, this is often done to show a change of topic. Choosing the, that etc. + noun indicates that we think the topic is already known to the listener or reader: And then there is the question of who is going to pay.
В	If the noun after be is singular or uncountable, the verb is singular; if the noun is plural, the verb is plural: There is a very good reason for my decision. There were too many people trying to get into the football stadium. However, in informal speech we sometimes use there's before a plural noun: Anything to eat?' 'Well, there's some apples on the table.'
	If the noun phrase consists of two or more nouns in a list, we use a singular verb if the first noun is singular or uncountable, and a plural verb if the first noun is plural: When I opened the fridge there was only a bottle of milk, some eggs, and butter. When I opened the fridge there were only some eggs, a bottle of milk, and butter.
С	There + be is also used with nouns followed by a that-, wh-, to-infinitive or -ing clause: Is there a chance (that) Kim could arrive this afternoon? There is no reason (why) I can't see you tomorrow. There is a small stream which/that runs at the bottom of the garden. There was an attempt to resolve the dispute at the factory. There was a taxi waiting outside the hotel.
	We don't usually leave out a relative pronoun when it is a <i>subject</i> of the following finite verb (e.g. There is a small stream which/that runs) except in very informal speech (e.g. There was man (who) phoned about half eleven.), but we can leave out a relative pronoun when it is the <i>object</i> of the following finite verb (e.g. There is a small stream (that) the children play in.).
D	In formal English we can use a clause with there being to introduce a reason for something: There being no evidence against him, he was released. (= Because there was no evidence There being no reports of adverse reactions, the drug is to be sold more widely.

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95.1	Rewrite these sentences using there <i>only</i> if the answer is likely. Consider why some answers are not likely. (A)
	1 Coffee was spilt on the table. There was coffee spilt on the table.
	2 Your dinner is in the oven.
	3 Is something bothering you?
	4 A barrier was across the road.
	5 The doctor is free to see you now.
	6 My son is at university.
	7 No petrol was available anywhere in the city.
	8 Can anyone help me?
	9 You can follow some general rules.
95.2	The sentences in this exercise are all taken from written English. Which is correct or more likely in the space – is or are? (B)
	1 There two pubs and a church on the village green. 2 There other possible locations for the car park, but the area near the station is
	preferred.
	3 There no direct rail link between the cities.
	4 There further rain and strong winds forecast for the next three days.
	5 There
	hungry.
	6 There substantial evidence to suggest that the Robinsons lied to the police.
	7 There no easy answers to the problem of global warming.
	8 There a shower, television, and two single beds in each room.
5.3	Match the sentence halves. Join them with an appropriate relative pronoun (that, which, or
	who). Write the relative pronoun in brackets if it can be left out. (C & Unit 53)
	1 There were a lot of people at the party an an election will be held next month.
	2 There's a cake in the kitchen b are harder working than Julie.
	3 There was never any doubt c I've made especially for your birthday.
	4 There have been suggestions d I could do to prevent him falling.
	5 There aren't many people alive today e hadn't been invited.
	6 There are still some old houses in the village f remember the First World War.
	7 There was absolutely nothing - g don't have electricity.
	8 There are few people in the company h Thomas would get the job.
	1 + e. There were a lot of people at the party who/that hadn't been invited.
5.4	Write new sentences with similar meanings beginning There being (D)
	1 As there was no food in the house, they went to a local restaurant.
	There being no food in the house, they went to a local restaurant. 2 There was no further business, so the meeting closed at 12.30.
	- The state of the
	3 The patients were sent home because there was no doctor available.
	4 Because the facilities were inadequate at the hotel, the conference was relocated to a nearby university.

Unit It... (1) We can use an introductory it at the beginning of a sentence -☆ to place long or grammatically complex sentence elements at the end (the usual place for) them in English). Compare: ☐ To drive without a licence is illegal, and ☐ It is illegal to drive without a licence. ☆ to focus attention on a sentence element by placing this element at the end (the usual place for new or important information in English). Compare: ☐ That she wasn't hurt is a miracle, and ☐ It's a miracle that she wasn't hurt. Introductory it is commonly used when the subject is a to-infinitive or that-clause (as in the examples above), and also when the subject is a wh- or -ing clause (see also Unit 25): ☐ It is clear why Don decided to leave Spain. ☐ It is useless asking Sue to help. В We often use introductory it with be + adjective/noun (as in the examples above), but other patterns with an introductory it are possible. Here are some common examples -☆ it + verb + to-infinitive clause ☐ 'I've got a terrible headache.' 'It helps to lie down.' ☐ If you want someone to help you, it doesn't do to annoy them just before you ask, ('(not) do' = (not) advisable, acceptable or enough) Other verbs used in this pattern are hurt and pay (= give an advantage or benefit). ☆ it + verb + object + to-infinitive clause ☐ It shocked him to see her looking so ill. ☐ It annoys me to hear James swear like that. ☐ It costs a fortune to go to the opera. ☐ It means a lot to get a place at university. Most of the verbs used in this pattern are to do with feelings, and include: amaze, annoy, astonish, concern, frighten, hurt, scare, shock, surprise, upset, worry. After these verbs the object usually refers to a person. We can also use it + take + object + to-infinitive clause when we say what is or was needed in a particular activity; for example, the time, resources or characteristics needed. Compare: ☐ It took (them) a week to mend our roof. and ☐ To mend our roof took (them) a week. ☐ It takes a lot of effort to play the flute. and ☐ To play the flute takes a lot of effort. ☆ it + verb + that-clause ☐ It seems *that* she has lost her memory. (*not* That she has lost her memory seems.) During the trial it emerged that Jacks had been convicted of burglary before. (not ...that Jacks had been convicted of burglary before emerged.) Other verbs used in this pattern include appear, come about, follow, happen, transpire. Note that alternatives with the *that*-clause in initial position are not possible. ☆ it + verb + object + that-clause It suddenly hit me that Jane wanted to borrow money. (less likely is ...that Jane wanted to borrow money suddenly hit me.) ☐ When Bond saw Vanya taking photographs of the plane, it dawned on him that she was a spy. (less likely is...that she was a spy dawned on him.) The object usually refers to a person. Other verbs used in this pattern include those in the box above and also strike (= occur to) and turn out. C We don't usually use an it... pattern as an alternative to a noun as subject: ☐ Their success was unexpected. (not It was unexpected their success.)

However, in informal contexts, particularly in speech, this is quite common in order to give

and also to place a longer noun phrase at the end in order to focus attention on it:

□ It's ridiculous, all the bureaucracy involved in running a school these days.

special emphasis to the information immediately following it...:

It tastes really good, this new ice cream.

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- 96.1 Rewrite these sentences beginning It... . Rewrite them only if the It... sentence would be appropriate in written English; otherwise write X and consider why an It... sentence would be inappropriate. (A & C)
 - 1 That we continue to monitor the situation is important.

 It is important that we continue to monitor the situation.
 - 2 How he stared straight at me was unsettling.
 - 3 Andrew's excellent exam result was surprising.
 - 4 To be a qualified driver is an advantage in the job.
 - 5 Her proposal is quite radical.
 - 6 To put carpet on walls is highly unusual.
 - 7 John's new car is a Ferrari.
 - 8 Finding a good plumber is hard these days.
- 96.2 Complete the sentences using it... followed by a verb from (i) and an expanded form of the notes in (ii). Include an appropriate object where necessary. (B)

(i)

7110	
appear	astonish
not bother	concern
hurt	not do
pay	strike
upset	scare

(ii)

pedal/ bicycle	seriously injured/ back
see/ carrying knives	plan your journey ahead
criticise/ too much	hadn't even told/ when/ going away
everyone/ see in	discover/ also/ successful novelist
he/ jealous	hear/ offended

- 1 When Kate fell heavily and lay completely still, it appeared that she had seriously injured her back.
- 2 I knew that Rachel was a journalist for the local paper, but...
- 3 Since I broke my ankle last year,...
- 4 I told Peter that I had invited James, too. When he became so angry...
- 5 My comment about Don's baldness was only meant as a joke and...
- 6 There were no curtains in his house, but...
- 7 I didn't mind Amy not asking me to go on holiday with her, but...
- 8 Children need a lot of praise and...
- 9 The boys walked towards me in a threatening way, and...
- 10 You can save money by booking tickets in advance, so...
- 96.3 What personal or physical characteristics are needed to ...? (Use It takes ... in your answers.) (B)
 - 1 play a musical instrument well

It takes a lot of determination to play a musical instrument well.

- 2 build your own house
- 3 make a speech in front of a group of strangers
- 4 explain the rules of cricket to someone who doesn't know the game

Now suggest completions for these sentences.

- 5 It takes bravery...
- 6 It takes a lot of organisation to...
- 7 It takes a great deal of time...

Unit 97	It (2)						
A	We can use a pattern with it as the object of a verb where it refers forward to a clause. It can sometimes be followed directly by a that-, if- or when-clause after can't bear, hate, like, love, resent and can't stand, and by an if- or when-clause after dislike, enjoy, prefer and understand: □ I hate it that you can swim so well and I can't. (not I hate that you can swim) □ We always enjoy it when they stay with us. (not We always enjoy when they)						
	Some verbs, including accept, admit, deny, guarantee, and mention, can be followed by that-clause, particularly in spoken English, or directly by a that-clause without it: You've just got to accept (it) that Jim's gone and won't be coming back.						
	Notice that many other verbs that can be followed by a <i>that</i> -clause or <i>wh</i> -clause are not with it in this way, including argue, discover, emphasise, notice, predict, remember: □ I can't remember when I last saw her. (notremember it when)						
В	B With other verbs used to indicate how we see a particular event or situation, it is by an adjective or noun phrase and then a that-clause, to-infinitive clause, or clause. Verbs commonly used in this way include believe, consider, feel, find (= discomething from experience), think: Officials have said they believe it unlikely that any lasting damage to the been done. (orthey believe it is unlikely that; notthey believe unlikely that it a waste of money to throw away so much food. (or I thought of money to; not I thought a waste of money to throw away)						
	When we use leave and owe (= have a responsibility to) with it we can use to somebout infinitive after it: Don't bother to arrange anything. Just leave it to me to sort out. She owed it to her parents to do well at college. With the verbs accept, regard, see, take (= interpret something in a particular way), or use it + as + noun (or adjective) + clause: We see it as an insult to have received no reply to our letter. I take it as encouraging when students attend all my lectures.						
С							
D	It is/was no vs There is/was no Here are some common expressions including	It is/was no and There is/was no:					
	□ It's no secret that the President wants to have a second term of office. □ Following the popularity of his first two films, it's no surprise that his latest production has been successful. □ It's no use telling me now. I needed to know a week ago. □ It's no good getting angry. That won't help solve the problem. □ It's no coincidence (or accident) that they left the party at the same time. □ It's no longer necessary to have a visa to visit the country.	 □ There's no denying that he's intelligent. □ I'm afraid there's no alternative (or choice) but to ask her to leave. □ There's no hope of getting more money. □ There's no need to explain how it works; I'll read the instruction book. □ There's no point in buying an expensive computer unless you plan to use it a lot. □ There's no question of agreeing to his demands. □ There's no reason to be pessimistic. □ There's no chance of finding a cure if we don't fund more research. 					

97.1		and the state of t		with a verb i	n an appro	priate form. If r	necessary, add it. Us	e each verb
	10	ice only. (A 8 can't bear	t B) consider	discover	onion	find		
		leave	owe	predict	enjoy prefer	remember		
	1	She can't	bear it wh	nen people ci	riticise her	work, and she g	ets very upset.	
							lack and white and	
							th I'll try to rearrang	ge it.
							oility in the match.	
						when I left the		
							to live in a cold clin	
							I'd if	you didn't.
						to do the washi		
1		I	75			e course within	a monun.	
97.2	SC	me notes he	made for hi	s first speech	n to the bo	ard of directors.	the company Rexco In the speech he e s. Write what he sa	xpanded
	1	great honoi	ur - asked to	become - ma	naging dire	ector - Rexco		(take)
		I take it	as a great	honour to b	e asked to	become manag	ing director of Re	xco.
	2	part of my	role - make	Rexco househ	old name –	next 5 years		(see)
	3	necessary e	evil – some pe	ople - may re	edundant -	in next year }		(accept)
	4	[important +	for relations w	vith workforce	- make avo	ailable informatio	on - salaries of mano	agers (view)
	5	unacceptable - modern company - exclude workforce - major decision-making (regard)						
	6	something	positive - em	ployees make	suggestion	ns - how manage	ement be improved }	(regard)
	7	Vital - futi	ire of compan	y - expand i	nto Asian v	narket }		(see)
	8	fundament - given fai	tal principle o r price for pro	of company - ducts	suppliers o	fraw materials		(take)
97.3					oriate it o	r there phrase	from D opposite. S	Suggest
		ternatives wl			1.1			
	1						ournament for the l	ast three
	2	•				ties are excellen	of	finding it
		And the second second second second				The state of the s	Everyone in the offi	
							esults. You just nee	
		harder.		getting de	pressed abo	out your exam i	course rou just nec	a to work
	5	Your broken					why	you
	,		playing tenr					Lance
	6					i winds,		but to
			lometres aro			ts on the train.	You have to get the	n at the
		station.	ing might b	danaar	hut		•h •• :•'-	voltie -
	0	bungee juing	mig might be	uangerous,	Dut		that it's very e	xciting.

Focusing: it-clauses and what-clauses

Focusing with it-clauses

We can use an it-clause with be to focus attention on the information that immediately follow	NS
it + (be). A sentence in which emphasis is given using this pattern is sometimes called a cleft	
sentence. The clause after the it-clause (usually a that-clause) contains information that is	
already known or considered to be less important:	

- □ 'Helen bought the car from Tom.' 'No, it was Tom that bought the car from Helen.'
- ☐ He already plays for the national side, and it was only last year that he turned professional.
- □ I don't mind her criticising me, but it's how she does it that I object to.
- ☐ It was to show her how much I cared for her that I bought her the necklace.

We sometimes use which or who instead of that; when and where can also be used, but usually only in informal English; and note that how or why can't replace that:

- ☐ Karl was always there to help her, and it was to him that/who she now turned for support.
- □ 'Carol's seriously ill in hospital.' 'But it was only last Sunday when/that I was playing tennis with her.'
- □ It was in Bristol where/that the film was made.
- □ 'Was it by cutting staff that he managed to save the firm?' 'No, it was by improving distribution that he made it profitable.' (not ...how he made it profitable.)

Focusing with what-clauses

If we want to focus particular attention on certain information in a sentence, we sometimes use a **what-clause** followed by be. Sentences with this pattern are another form of *cleft sentence*. This pattern is particularly common in conversation. The information we want to focus attention on is outside the **what-clause**. Compare:

- ☐ We gave them some home-made cake. and
- ☐ What we gave them was some home-made cake.

We often do this if we want to introduce a new topic; to give a reason, instruction or explanation; or to correct something that has been said or done. In the following examples, the information in focus is in italics:

- ☐ What I'd like you to work on is exercise two on page 38.
- ☐ Tim arrived two hours late: what had happened was that his bicycle chain had broken.
- ☐ 'We've only got this small bookcase will that do?' 'No, what I was looking for was something *much bigger and stronger*.'

We can often put the what-clause either at the beginning or the end of the sentence:

☐ What upset me most was his rudeness. or His rudeness was what upset me most.

To focus attention on an *action* performed by someone, we use a sentence with what + subject + do + be + to-infinitive clause. We can't use an *it*-clause to do this (see A):

□ Dave lost his job and was short of money, so what he did was (to) sell his flat and move in with his brother. (not ...so it was (to) sell his flat that he did.)

Notice that the 'to' in the infinitive can be omitted.

C

The pattern in B is only usually used with what-clauses. Instead of placing other wh-clauses (beginning how, when, where, who, why) at the beginning of the sentence we prefer to use a noun which has a meaning related to the wh-word (e.g. reason rather than why; place rather than where) followed by a that- or wh-clause. Here are some examples:

- ☐ The only reason (why/that) I left the party early was that I was feeling unwell. (rather than Why I left the party early was...)
- ☐ The place (where/that) you should play football is the playground, not the classroom. (rather than Where you should play football is...)
- ☐ Somebody (who/that) I enjoy reading is Peter Carey. (not Who I enjoy reading is...)
- ☐ The time (when/that) I work best is early morning. (rather than When I work best is...)

98.1 Rewrite the sentences to focus attention on the underlined information. Start with it + be and use an appropriate wh-word or that. (A)

- 1 Mark's known for ages that his parents are coming to stay with us this weekend, but he only told me yesterday. Mark's known for ages that his parents are coming to stay with us this weekend, but... it was only yesterday that/when he told me.
- 2 Caroline has been feeling a bit depressed for some time, so I booked a holiday in Amsterdam to cheer her up. Caroline has been feeling a bit depressed for some time, so...
- 3 It's not that I don't want to have dinner with you tonight; I can't come because I've got so much work to do. It's not that I don't want to have dinner with you tonight; ...
- 4 I had my wallet when I went into the sports hall, so I lost it somewhere in there. I had my wallet when I went into the sports hall, so...
- 5 She doesn't find learning languages very easy, and she improved her Spanish only by studying very hard. She doesn't find learning languages very easy, and...
- 6 I have had great help from my parents and two brothers in doing my research, and I dedicate this thesis to my family. I have had great help from my parents and two brothers in doing my research, and...
- 98.2 Give responses beginning No, what..., correcting what was said in the question, as in 1. Use the notes in brackets to help. (B)
 - 1 'Did you say that Bernard was going to live in Austria?' (holiday/ Austria)

 'No, what I said was that he was going on holiday to Austria.'
 - 2 'Do you hope to sell your Picasso paintings?' (be put into/ public art gallery)
 - 3 'Did it annoy you that Clare came so late?' (not apologise)
 - 4 'Did you mean to give Erica your bike?' (could borrow it/ until needed again)

Now give similar responses which focus on the action, as in 5.

- 5 'Did you watch the football on TV last night?' (get brother/ video it/ watch tonight)

 'No, what I did was (to) get my brother to video it and I'll watch it tonight.'
- 6 'This steak tastes delicious. Did you fry it?' (put oil and soy sauce on/ grill)
- 7 'Did you buy Sue the coat she wanted?' (give/ money towards it)
- 8 'Did you fly from Sydney to Brisbane.' (hire a carl drive all the way)
- 98.3 Write a sentence using one of the phrases in C opposite and the information in brackets. You need to put the information in the right order and add an appropriate form of be. (C)
 - 1 'I suppose Paul got the job because of his qualifications.' (uncle owns company)
 'Well, actually, I think... the reason why/that Paul got the job was that his uncle
 owns the company.'
 - 2 'Do you know anyone who could mend my computer?' (might be able/ help/ Saleh) I don't know if he's free, but...
 - 3 'You grew up in this village, didn't you?' (between this village and next) In fact...
 - 4 'In what period of your life do you think you were happiest?' (*lived Australia*) *I suppose...*

Unit 99	Inversion (1)	
A	In statements it is usual for the verb to follow the subject, but sometimes this word order is reversed. We can refer to this as <i>inversion</i> . There are two main types of inversion: when the verb comes before the subject (inversion is often optional), and when the auxiliary comes before the subject and the rest of the verb phrase follows the subject (inversion is usually necessary): □ <i>Her father</i> stood in the doorway. → In the doorway stood <i>her father</i> . (or her father stood.) □ <i>He</i> had rarely seen such a sunset. → Rarely had <i>he</i> seen such a sunset. (<i>not</i> Rarely he has seen) Inversion brings about <i>fronting</i> , the re-ordering of information in a sentence to give emphasis a particular place. Often this causes an element to be postponed until later in the sentence, focusing attention on it.	had
В	In conversation we use Here comes + noun and There goes + noun, with inversion of verb an subject, to talk about things and people moving towards or away from the speaker: Here comes the bus. There goes Nigel Slater, the footballer. Here comes is also used to say that something is going to happen soon, and There goes is used to talk about things (particularly money) being lost and to say that something (such as a phone or door bell) is ringing: Here comes lunch. My bike's been stolen! There goes £100! There goes the phone. Can you answer it? We also put the verb before the subject when we use adverbs expressing direction of movement such as along, away, back, down, in, off, out, up with verbs such as come, fly, go. This patter is found particularly in narrative, to mark a change in events: The door opened and in came the doctor. (less formally and the doctor came in.) As soon as I let go of the string, up went the balloon, high into the sky. (less formally the balloon went up) Just when I thought I'd have to walk home, along came Miguel and he gave me a lift. (less formally Miguel came along and gave me) For more on inversion after adverbs of place and direction, see Unit 76A.	is n
C	We can use clauses with inversion instead of certain kinds of <i>if</i> -clause (see Unit 83). Compared It would be a serious setback, if <i>the talks</i> were to fail. □ If you should need more information, please telephone our main office. □ If Alex had asked, I would have been able to help. □ It would be a serious setback, were the talks to fail. □ Should you need more information, please telephone our main office. □ Had Alex asked, I would have been able to help. □ The sentences with inversion are rather more formal than those with 'if'. Notice that in negatic clauses with inversion, we don't use contracted forms: □ Had the plane not been diverted, they would have arrived early. (not Hadn't the plane.) In formal written language we commonly use inversion after as and than in comparisons:	iive
	 The cake was excellent, as was the coffee. (oras the coffee was.) I believed, as did my colleagues, that the plan would work. (oras my colleagues did Research shows that parents watch more television than do their children. (orthan their children do.))

Notice that we don't invert subject and verb after as or than when the subject is a pronoun:

Use now know a lot more about the Universe than we did ten years ago. (not ...than did

we ten years ago.)

99.1	omplete the sentences with an appropriate adverb and a form of either come or go. (B)					
	We'd just got to the top of the hill when down came the rain and we got thoroughly soaked.					
		ou think will last a lifetime,some				
		their hands and they sit patiently until I				
	4 I asked Dave to get three kilos of potatoes f	rom the supermarket and he only bought one, so more.				
	5 After I'd been waiting for an hour, the door dentist would be able to see me now.	opened and the nurse, who said the				
		f the tree, when a man with a ladder. she to buy sweets				
99.2	Match the most likely sentence halves and the Should, or Had (C)	en make new sentences beginning Were,				
	1 If McGrath had not resigned as party leader,	a it would cut the journey time from New York to Tokyo by 4 hours.				
	2 If you do not wish to receive further information about our products,	b there are less expensive models in the range.c -he would have been sacked.				
	3 If the plane were ever to be built,4 If United win again today,5 If I were to be asked to take the job,	 d I would have no hesitation in accepting. e he would be writing novels about the homeless in London. 				
	6 If a car had been coming in the other direction,	f it is unlikely that the country would have supported the government.				
	7 If there had been a referendum on the issue,					
	8 If you are not able to afford the Rombus	h put a tick in the box.				
	2000, 9 If Charles Dickens were alive today,	i I might have been seriously injured.				
	1 + c Had McGrath not resigned as party	leader, he would have been sacked.				
99.3	Write new sentences using as or than + be or	do. (D)				
	salaries. The highly educated now receive vastly	ago, the highly educated now receive vastly higher y higher salaries than did their counterparts				
	2.0 years ago.	Everyone else in the village was opposed to it, too.				
	I was opposed	and the second of the second o				
	3 Karen went to Oxford University. Her mother and sister went there, too. Karen went					
	4 Compared with people in developed nations proportion of the earth's resources. People in poorer countries	s, people in poorer countries consume a far smaller				
	5 Compared to 5 years ago, he is a much bett He is	er teacher.				
	6 Don is a keen golfer. His wife is a keen golfe	er, too.				

Don is...

Inversion (2)

	۸
7	Δ
ж.	8.3

В

IIIVCISIOII (2)
Inversion after negative adverbials
In formal and literary language in particular, we use negative adverbials at the beginning of a
clause. The subject and first auxiliary are inverted, and do is used with a simple tense verb after -
☆ the time adverbials never (before), rarely, seldom; barely/hardly/scarcelywhen/before; no
soonerthan:
□ Seldom do we have goods returned to us because they are faulty.
☐ Hardly had everybody taken their seats when Dr Smith began his lecture.
⇒ only + a time expression, as in only after, only later, only if, only once, only then, only when
☐ She bought a newspaper and some sweets at the shop on the corner. Only later did she
realise that she'd been given the wrong change.
Only once did I go to the opera the whole time I was in Italy.
☐ Only when she apologises will I speak to her again.
☆ only + other prepositional phrases beginning only by, only in, only with, etc.:
☐ Only by chance had Jameson discovered where the birds were nesting.
Mary had to work in the evenings and at weekends. Only in this way was she able to complete the report by the deadline.
☆ expressions such as at no time, in no way, on no account, under/in no circumstances:
☐ At no time did they actually break the rules of the game.
☐ Under no circumstances are passengers permitted to open the doors themselves.
* expressions with not, such as not only, not until, not since, not for one moment and also
not a + noun:
□ Not until August did the government order an inquiry into the accident.
□ Not a word had she written since the exam had started.
☆ little with a negative meaning:
☐ Little do they know how lucky they are to live in such a wonderful house. (= 'they don't
know' or 'they don't know sufficiently')
☐ Little did I realise that one day Michael would become famous. (= 'I didn't realise' or 'I
didn't realise sufficiently')
Notice that inversion can occur after a clause beginning only after/if/when or not until:
Only when the famine gets worse will world governments begin to act.
□ Not until the train pulled into Euston Station did Jim find that his coat had gone.
Inversion after so + adjective that; such + bethat; neither/nor
We can use so + adjective at the beginning of a clause to give special emphasis to the adjective.
When we do this, the subject and first auxiliary are inverted, and do is used with a simple tense
verb. Compare:
☐ Her business was so successful that Marie was able to retire at the age of 50. and
☐ So successful was her business, that Marie was able to retire at the age of 50.
☐ The weather conditions became so dangerous that all mountain roads were closed. and
□ So dangerous did weather conditions become, that all mountain roads were closed.
and the property of the second control of the second control of the second control of the second control of the
We can use such + be at the beginning of a clause to emphasise the extent or degree of
something. Compare:
☐ Such is the popularity of the play that the theatre is likely to be full every night. and
☐ The play is so popular that the theatre is likely to be full every night.
We use inversion after neither and nor when these words begin a clause to introduce a negative
addition to a previous negative clause or sentence:
☐ For some time after the explosion Jack couldn't hear, and neither could he see.
☐ The council never wanted the new supermarket to be built, nor did local residents.

Notice that we also use inversion in Neither/Nor do I, Neither/Nor does Kate (etc.) and in So

200

do I, So does Becky (etc.).

100.1 Write new sentences with a similar meaning beginning with one of these words and phrases. (A) only if barely only with <u>rarely</u> at no time little

- 1 A new film has not often before produced such positive reviews.

 Rarely has a new film produced such positive reviews.
- 2 The public was never in any danger.
- 3 He only felt entirely relaxed with close friends and family.
- 4 The match won't be cancelled unless the pitch is frozen.
- 5 I didn't know then that Carmen and I would be married one day.
- 6 He had only just entered the water when it became clear he couldn't swim.

Now do the same using these words and phrases. (A)

only once only in on no account hardly not only not for one moment

- 7 You must not light the fire if you are alone in the house.
- 8 There was never any competitiveness between the three brothers.
- 9 I wasn't only wet through, I was freezing cold.
- 10 I had only ever climbed this high once before.
- 11 The audience had only just taken their seats when the conductor stepped on to the stage.
- 12 He has only been acknowledged to be a great author in the last few years.

100.2 Complete these sentences in any appropriate way. You can use the following words in your answers. (B)

	alike boring complicated	dominance	interest	strength
1	Such is the interest in Dr Low	ve's talk that	it will be hel	d in a bigger lecture theatre.
2	Such	that	few building	gs were left standing in the town.
3	Such	that	he hasn't lo	st a match for over three years.
4	So	that ev	en their par	ents couldn't tell them apart.
5	So	that it	even took a	computer three days to solve it.
6	So	that m	ost of the st	udents went to sleep.

100.3 Correct any mistakes you find in this newspaper item. (Units 99 & 100)

TOWN EVACUATED AS FOREST FIRES APPROACH

The people of Sawston were evacuated yesterday as forest fires headed towards the town. Such the heat was of the oncoming inferno that trees more than 100 metres ahead began to smoulder. Only once in recent years, during 1994, a town of this size has had to be evacuated because of forest fires. A fleet of coaches and lorries arrived in the town in the early morning. Into these vehicles the sick and elderly climbed, before they headed off to safety across the river. Residents with cars left by mid morning, as all non-essential police officers did.

Hardly the evacuation had been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched. Soon after that were heard complaints from some residents. "At no time the fires posed a real threat," said one local man. "I didn't want to leave my home, and nor most of my neighbours did." So upset some elderly residents are that they are threatening to complain to their MP. But Chief Fire Officer Jones replied, "Hadn't we taken this action, lives would have been put at risk. Only when the fires have moved well away from the town residents will be allowed to return to their homes."

Grammar review

A TENSES (→ Units 1-8)

Present continuous	(→ Units 1	1, 2	8 13	3)
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(For the present continuous for the future, see B7 & Unit 10.)

Present simple (→ Units 1, 2 & 8)

We use the present simple with verbs describing states or situations that are always true or continue indefinitely.

We use the present simple with states or situations (thoughts, feelings) that exist at the present moment.

Verbs generally used to talk about states include *agree, appreciate, attract, *desire, *doubt, expect, hate, hope, like, love, *prefer, *regret (to do with emotions, attitudes, and preferences); anticipate, assume, *believe, consider, expect, feel, find, imagine, *know, realise, think, understand (mental states); ache, hear, *notice, see, *smell, sound, *taste (senses and perception); *belong to, *consist of, *constitute, *contain, cost, *differ from, have, look, *mean, measure, *own, *possess, *resemble, *seem, weigh ('being', 'having', etc.).

The verbs marked * are rarely used with continuous tenses (but can be if we mean actions rather than states).

A5 Do you go to Turkey every year for your holidays?

We use the present simple to talk about habits or regular events or actions.

(For the present simple for the future, see B6 & Unit 10.)

Past simple (→ Units 3, 4, 5 & 8)

We use the past simple to refer to a completed action or event in the past or to talk about situations that existed over a period of time in the past, but not now. We can either say when something happened, using a time adverbial (e.g. *a few minutes ago*: A6), or assume that the listener or reader already knows when it happened or can understand this from the context (A7).

We use the past simple to talk about repeated past actions.

(For the past simple in conditionals, see M12 & M13 and Unit 83.)

Present perfect (→ Units 3, 6 & 8)

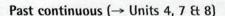
- A11

 We have belonged to the tennis club since we moved here.
- A12

 Lee has represented his country on many occasions, and hopes to go on to compete in the next Olympics.

We use the present perfect to talk about a past action, event or state, when there is some kind of connection between what happened in the past, and the present time.

Often we are interested in the way something that happened in the past affects or is relevant to the situation that exists now (A9). However, the connection with the present may also be that the action happened recently with a consequence for the present (A10), that it continues until the present time (A11), or that a repeated event in the past may (or may not) happen again (A12).



☐ When he realised I was looking at him, he turned away.

We use the past continuous to talk about a situation (...I was looking at him...) that started before a particular point in the past (...he turned away) and was still in progress at that point.

Past perfect (→ Units 5, 7 & 8)

- □ When I went into the bathroom, I found that the bath had overflowed. A14
- ☐ By 10 o'clock most people had gone home. A15

We use the past perfect to talk about a past event that took place before another past event (A14), or before or up to a particular time in the past (A15).

(For the past perfect in conditionals, see M14 & Unit 83.)

Present perfect continuous (→ Units 6 & 8)

- ☐ Since the operation two months ago, Joe has been learning to walk again. He can already take one or two steps unaided.
- ☐ Your eyes are red have you been crying?

We use the present perfect continuous to talk about an activity in progress in the past for a period until now, which is still in progress (A16) or has recently finished (A17).

Past perfect continuous (→ Units 7 & 8)

□ When I saw the vase in the shop window, I knew it was exactly what I had been looking for. We use the past perfect continuous to talk about a situation or activity that was in progress over a period up to a particular past point in time.

THE FUTURE (→ Units 9-14)

Will + infinitive (→ Unit 9)

В

- ☐ It's late. I think I'll go to bed now.
- ☐ I think you'll enjoy the film. We use will when we state a decision made at the moment of speaking (B1) and when we say that we think something is likely to happen in the future (B2).
- □ I'll make one of my special desserts for dinner, if you like. **B3**
- ☐ I've asked her to join us this evening, but she won't. **B4** We use will (or 'll) when we talk about willingness to do something in the future (e.g. in

offers (B3), invitations, requests, and orders) and will not (or won't) when we talk about unwillingness to do something in the future (e.g. reluctance, refusal (B4)).

Be going to + infinitive (→ Unit 9)

☐ 'Has anybody offered to look after the children?' 'Jo's going to do it.' **B5** We use be going to when we state a decision made some time before we report it. Going to is often preferred in informal spoken English (where it is often pronounced /gənə/) and will is preferred in more formal contexts.

Present simple for the future (→ Unit 10)

☐ The next train to Newcastle leaves at 3.45. [station announcement] **B6** We use the present simple to talk about future events that are part of some official arrangement such as a timetable or programme. A time expression is usually used with the present simple for the future (...at 3.45) unless the time referred to is already clear from the context.

Present continuous for the future (→ Unit 10)

We use the present continuous to talk about future activities and events that are intended or have already been arranged. Usually a personal pronoun is used (We...) and a future time is mentioned (...next Saturday) or already understood.

Future continuous (→ Unit 11)

B8 ☐ After the operation you won't be doing any sport for a while.

We use the future continuous to talk about an activity or event happening at a particular time or over a particular period in the future. We usually mention the future time (*After the operation...*).

C MODALS & SEMI-MODALS (→ Units 15–20)

The modal verbs are: will, would, can, could, may, might, shall, should, must. Modal verbs have meanings relating to ideas such as possibility, likelihood, prediction, necessity, permission and obligation. They do not have to-infinitive, -s, -ing or past participle forms. They are often followed by the bare infinitive of another verb (e.g. She might go) but can also be used on their own (e.g. Yes, I can). They cannot be followed directly by a to-infinitive, an -ing form, a past participle, or another modal verb. In questions they come before the subject (e.g. Could you help?) and before not in negatives (e.g. He won't (= will not) help). The semi-modals are: ought to, used to, need, dare, had better, have (got) to, be able to. These have meanings like modal verbs but not the same formal features: for example, some can be marked for tense (e.g. havel had (got) to); some have non-modal uses (e.g. She needs a rest).

Can, could and be able to (→ Unit 15)

When we say that someone or something has or doesn't have the ability to do something, we use can('t) (for the present; C1) or could(n't) (for the past; C2, C3).

We use could, not can, to say there is a possibility of something happening or being true.

- C5 Despite yesterday's snowfalls, we were able to drive home in less than an hour.

 We can use be able to instead of can or could to talk about ability. We prefer be able to when we talk about a specific achievement (particularly if it is difficult, requiring some effort; C5) rather than a general ability. Where there is a choice, in speech we generally prefer can or could rather than be able to.
- C6 After the trees have been cut back, we will be able to see more of the garden from the sitting room.

We use will be able to, not can, to say that something is possible in the future on condition that something is done first.

We use can for the present or the future and could for the past to report permission. We can also use be allowed to.

Will, would and used to (→ Unit 16)

- C9 ☐ 'John wants to borrow the car.' 'He will not.' (a firm refusal)
- C10 You will now put your pens down and pay attention. (a firm instruction)
 We use will and will not (won't) to talk about (un)willingness (see B3-4) and also to make offers (C8), requests, refusals (C9), and to give instructions (C10).

C11	☐ You should apply for the job. You would have a good chance of getting it. We can use would to make a prediction about an imaginary situation; that is, about
	something that may or may not happen (see also M13).
C12	□ Would you like me to get you some water? We can use Would you like when we make an offer, but not 'Will you like'. In requests, too, we can say I would like, but not 'I will like'. We can use should (with I or we) instead of would in requests like this, but this is formal.
C13	□ We would/used to lend him money when he was unemployed.
C14	☐ I used to live in a flat in Paris. To talk about things that happened repeatedly in the past, but don't happen now, we can use would or used to + infinitive (C13). Used to is more common in informal English. We can use used to but not would to talk about permanent past states (C14). Notice how we normally make questions and negatives with use to in spoken English: 'Did your children
	use to sleep well when they were babies?'; 'I didn't use to like visiting the dentist when I was young.' Many people avoid using used to in questions and negatives without do ('Used you to?', 'I usedn't to') and in question tags (, usedn't you?) because it sounds very formal and old-fashioned.
may,	might, can and could (→ Units 15 & 17)
C15	☐ If the drought goes on much longer, there <i>may/might/could</i> be water rationing before the end of the month.
C16	☐ Her parents may/might/could have influenced her decision to resign. In affirmative sentences (that is, sentences which are not questions or negatives) we use may, might, or could with a similar meaning to say that there is a possibility of something happening or being true (C15). Can is not used in this way. We sometimes prefer could to show that we are giving an original short which we are unavers. We use may be in the found to
	show that we are giving an opinion about which we are unsure. We use may/might/could + have + past participle to say that it is possible that something happened in the past (C16).
C17	□ 'While we're in Leeds shall we go and see Mark?' 'But it's been nearly 20 years since we last saw him. He may not/might not remember us.'
C18	□ I think I saw her go out, so she can't/couldn't be at home.
	In negative sentences, including sentences with words like only, hardly, or never, we use may not or might not to say it is possible that something is not true (C17), and can't or couldn't to say that it is not possible that something is true (C18).
C19	☐ Coats may be left in the cloakroom. May (not 'might') is used in formal contexts to say that something is allowed. May not is used to say that things are not allowed (e.g. Calculators may not be used in the examination.).
must	and have (got) to (→ Unit 18)
C20	☐ That's really good news. I must tell Steve straight away.
C21	"Can we meet on Thursday morning?' 'Sorry, no. I have to go to the dentist at 11.00.' When we say that it is necessary to do something, we use must or have (got) to. Sometimes it doesn't matter which we use, although have got to is less formal than either
	must or have to and is particularly common in spoken English. However, we use must when we want to indicate that the <i>speaker</i> decides that something is necessary (C20) and we use have (got) to to suggest that <i>someone else</i> or some outside circumstances or authority makes something necessary (C21).
C22	☐ She was bruised quite badly in the accident. It <i>must</i> hurt a lot.
	We normally use must, not have (got) to, when we conclude that something (has) happened or that something is true.
C23	☐ 'I'm seeing Dr Evans next week.' 'That can't be right. He's on holiday then.'
	When we give a negative conclusion we rarely use must not or have (got) to. Instead, we use can't (cannot) or couldn't

C24	☐ When I went to school I had to To say that something was neces	learn Latin. sary in the past we use had to, not must.
need	(n't), don't have to and mustn't (→	Units 18 & 19)
C25		so you needn't/don't have to eat it all. He won't be
C26	☐ You mustn't put anything on the We use needn't (or don't need to necessary (C25) and mustn't to s	or don't have to to say that something is not ay that something is not allowed (C26).
C27 C28	☐ I needn't have cooked dinner. Just they couldn't come to eat.	ave an interview because I'd worked there before. st as it was ready, Chris and June phoned to say that
	we use didn't need to or didn't h	essary to do something in the past, and it wasn't don ave to (C27). To show that we think something that ary we use need not (needn't) have (C28).
shou	d, ought to and be supposed to (→	Unit 20)
C29 C30	□ I enjoyed her first novel, so the r	
	about obligation (e.g. in giving a	t to with little difference in meaning when we talk dvice, making recommendations, or talking about a bability of something happening or being true (C30).
C31	☐ The work was supposed to start	should have started/ought to have started last week.
C32	□ Walking under a ladder is suppo	
		tead of should/ought to to express a less strong is also used to report what many people think is true I in this way (C32).
Passi form us to	s are summarised in Appendix 1. The present the same information in two	
acti	ve □ The storm damaged the roof.	passive ☐ The roof was damaged. ☐ The roof was damaged by the storm.
says	s sentence is about <i>the storm</i> , and what it did. The subject (<i>The m</i>) is the 'agent' and the object <i>roof</i>) is the 'done to'.	These sentences are about <i>the roof</i> and say what happened to it (in the first sentence) and what did it (in the second). The subject (<i>The roof</i>) is the 'done to'. If it is mentioned, the agent (<i>the storm</i>) goes in a prepositional phrase with <i>by</i> after the verb.
D1		uake but then was destroyed by a fire. sitive verbs) can have a passive form (was
	destroyed). Verbs which do not t forms (The child vanished, but However, many verbs can be use	not 'The child was vanished'). d at different times with and without objects – that is
	destroyed). Verbs which do not to forms (The child vanished, but However, many verbs can be use they can be both transitive and in airport?' (transitive) and 'Is he be	d at different times with and without objects – that is ntransitive. Compare: 'Are they meeting him at the eing met at the airport?' (passive); 'When shall we
D2	destroyed). Verbs which do not to forms (The child vanished, but However, many verbs can be use they can be both transitive and in airport?' (transitive) and 'Is he be meet?' (intransitive; no passive per	not 'The child was vanished'). d at different times with and without objects – that is ntransitive. Compare: 'Are they meeting him at the eing met at the airport?' (passive); 'When shall we
D2 D3	destroyed). Verbs which do not to forms (The child vanished, but However, many verbs can be use they can be both transitive and in airport?' (transitive) and 'Is he be meet?' (intransitive; no passive por I'm really disappointed. I didn't to The house was owned by an elder	not 'The child was vanished'). d at different times with and without objects – that is ntransitive. Compare: 'Are they meeting him at the eing met at the airport?' (passive); 'When shall we ossible) get picked/wasn't picked for the team again.

negative (D2). Note, however, that we can also use it to talk about positive actions and events (e.g. Great news – I got picked for the team again!). We don't normally use get + past participle to describe states (D3).

E QUESTIONS (→ Units 26 & 27)

Question forms are summarised in Appendix 2.

- E1 □ What happened to your eye?
 - If we use what, which, who or whose as the subject, we don't use do in the question (E1). However, notice that we can sometimes use do when what, which, who or whose is the subject if we want to add emphasis, or to contrast with what has been said or implied. Do is stressed in spoken English: 'Come on, be honest who did tell you?' Don't confuse whose with who's (short for either who is or who has), which are pronounced the same.
- E3 □ He just turned away when I asked him. What do you think he meant?

 In these questions the wh-word is the object. We prefer which when we are asking about an identified group or range of things or people (E2), and we use what when the possible range of reference is open (E3). Sometimes, however, we can use either which or what with little difference in meaning (e.g. What/Which towns do we go through on the way?).
- E5 \square Why didn't she pay for the meal?

We can use negative yes/no or wh-questions to make a suggestion, to persuade someone, to criticise, or to show that we are surprised, etc. We make a negative yes/no or wh-question with an auxiliary verb (have, did, would, etc.) + -n't (E4, E5, E6). We can also ask a negative question using a negative statement and a positive 'tag' at the end (e.g. We don't have to leave just yet, do we?). Negative questions can be used to sound polite when giving an opinion (e.g. Shouldn't we offer her a lift?).

F VERB COMPLEMENTATION: WHAT FOLLOWS VERBS (→ Units 28-31)

- F1 ☐ She described the attacker to the police.
- F3

 He gave me a biscuit.

Some verbs (e.g. describe in F1) are followed by an object (...the attacker...). These are called transitive verbs. Other verbs that are usually transitive include arrest, avoid, do, enjoy, find, force, get, grab, hit, like, pull, report, shock, take, touch, want, warn. Some verbs (e.g. arrive in F2) are not usually followed by an object. These are called intransitive verbs. Other verbs that are usually intransitive include appear, come, fall, go, happen, matter, sleep, swim, wait. If a verb can't be followed by an object, it can't be made passive. Some verbs (e.g. give in F3) are commonly followed by two objects (me and a biscuit in F3). Other verbs that are commonly followed by two objects include lend, offer, pay, sell, tell, throw.

A good dictionary will list the meanings of verbs and for each meaning tell you whether each meaning is intransitive, transitive and, if transitive, whether it is followed by one or by two objects.

F4-13 Many verbs can be followed by another verb in the form of a to-infinitive (e.g. refuse to eat), -ing (e.g. avoid working), bare infinitive (e.g. help carry). Note that when to comes after a verb it can be part of a to-infinitive (= to + the base form of a verb; e.g. He wants to go, She hopes to win) or it can be a preposition followed by a noun phrase (e.g. He went to the theatre) or by an -ing form (e.g. He admitted to having a gun). An -ing form often behaves like an object (e.g. I regret leaving).

Here is a summary of common patterns together with examples of verbs that are used in this pattern. Note that many verbs can be used in several different patterns, and that some of the verbs given can be used just with an object, and may also be used intransitively (e.g. He failed to stop, He failed the test, He failed).

	F4 □ They won't <i>agree to pay</i> for the damage.	
Verb + to-infinitive	agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish	
	F5 Stevens admitted stealing the wallet.	
Verb + -ing	admit, avoid, consider, delay, deny, detest, dread, envisage, feel like, finish, imagine, miss, recall, resent, risk, suggest	
	F6 Before we <i>began eating/to eat</i> my father thanked everyone for coming.	
Verb + to-infinitive or -ing with little difference in meaning	begin, cease, continue, start	
	F7 □ She <i>came hurrying</i> up the path to bring us the news. F8 □ How did you <i>come to buy</i> the car?	
Verb + to-infinitive or -ing but with a difference in meaning	come, go on, mean, regret, remember, stop, try	
	F9 My parents wouldn't allow me to go to the party.	
Verb + object + to-infinitive (= there must be an object)	allow, believe, cause, command, consider, enable, encourage entitle, force, invite, order, persuade, show, teach, tell, warn	
	F10 I would hate (her) to give the job up.	
Verb + (object) + to-infinitive (= there may be an object)	hate, help, like, love, need, prefer, want, wish,	
	F11 □ The police <i>caught him driving</i> without a licence.	
Verb + object + -ing (= there must be an object)	catch, discover, feel, find, hear, leave, notice, observe, overhear, see, spot	
	F12 I can't stand (him) wearing a suit.	
Verb + (object) + -ing (= there may be an object)	can't stand, detest, dislike, dread, envisage, hate, imagine, like, love, mind (in questions and negatives), miss, recall, regret, remember, resent, risk, start, stop	
	F13 □ She felt the mosquito bite/biting her.	
Verb + object + bare infinitive or -ing, but there is sometimes a difference in meaning	feel, hear, notice, observe, overhear, see, watch	

REPORTING (→	Units 32-39)
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G

When we report speech in a different context from the one in which it was originally produced, we sometimes need to make changes to the original words. Of course, differences between the original speech context and the one in which it is reported will influence whether changes are needed and what they should be. Here are some possible changes:

- G1 \Box 'Jim's arriving later today.' \rightarrow She said that Jim was arriving later that day.
- G2 \Box 'I was sure I'd left it here.' \rightarrow He said that he was sure he'd left it there/on the table.
- G3 □ 'I grew these carrots myself.' → He told me that he had grown those carrots himself. The tense we choose for a report is one that is appropriate at the time that we are reporting what was said or thought. This means that we sometimes use a different tense in the report from the one that was used in the original statement (G1 & G3) and change pronouns, references to time and place, and words such as this, that, and these (G1–G3).
- G5 □ She said (that) she was feeling ill.
- G7 She told me about her holiday in Finland.

 Say and tell are the verbs most commonly used to report statements. We use an object after tell (...me..., G4), but not after say (G5). Notice, however, that we can use to + object after say (...to John..., G6), but not after tell, and that we can report what topic was talked about using tell + object + about (G7).

NOUNS (→ Units 40-43)

Countable and uncountable nouns

H1 ☐ The equipment was faulty.

Nouns can be either countable or uncountable. Countable nouns are those which can have the word a/an before them or be used in the plural. Uncountable nouns are not used with a/an or in the plural. Some nouns in English are normally uncountable (like equipment), while in many other languages they are countable. For example: accommodation, advice, applause, assistance, baggage, camping, cash, chaos, chess, clothing, conduct, courage, cutlery, dancing, dirt, employment, equipment, evidence, fun, furniture, harm, health, homework, housing, housework, information, jewellery, leisure, litter, luck, luggage, machinery, money, mud, music, news, nonsense, parking, pay, permission, photography, poetry, pollution, produce, progress, publicity, research, rubbish, safety, scenery, shopping, sightseeing, sunshine, transport, underwear, violence, weather, work.

- H3 □ The use of recycled paper is saving thousands of trees from being cut down each year. Some nouns (such as paper) usually have different meanings when they are used countably and uncountably. Other nouns like this include accommodation, competition, glass, grammar, iron, jam, lace, property, room, sight, speech, time, tin, work. Here are some examples: I just don't understand grammar. I looked the answer up in a grammar (= a reference book); I got held up in a jam (= traffic jam). This jam is really sweet. (Note that 'jams' can also be used to mean types of jam); She made a wonderful speech at the wedding. His speech has been affected by the illness.

Compound nouns (→ Unit 43)

- H5 ☐ A new golf course/golf-course is being built outside the town.

A compound noun (such as pocket money) is an expression made up of more than one word, which functions as a noun in a sentence. For example, we can use a noun + noun combination to say what something is made of, where something is, when something happens, or what someone does: rice pudding, a glasshouse, the kitchen cupboard, hill fog, a night flight, a morning call, a language teacher, a window-cleaner. We sometimes make compounds from nouns which consist of more than two nouns: a milk chocolate bar, an air-traffic controller, a dinner-party conversation.

Some compound nouns are usually written as one word (e.g. a tablecloth), some as separate words (e.g. waste paper), and others with a hyphen (e.g. a word-processor). Some compound nouns can be written in more than one of these ways (e.g. a golf course or a golf-course; H5). A good dictionary will tell you how a particular compound noun is usually written.

H6 ☐ She got some *chewing gum* stuck on her shoe.

Some compound nouns consist of -ing + noun as in: chewing gum, a living room, drinking water, (a pack of) playing cards, a dressing gown, a turning-point, a working party. The -ing form usually says what purpose the following noun has. Other compound nouns consist of a noun + -ing: fly-fishing, film-making, sunbathing, risk-taking, life-saving. These compounds usually refer to actions or processes.

The possessive form of nouns

To make the possessive form of nouns in writing – referring to people or groups of people (e.g. *companies*), other living things, places, times, etc. – we add 's ('apostrophe s') to singular nouns and to irregular plurals that don't end in -s (e.g. Tom's car; the college's administrators; the women's liberation movement) and add ' (an apostrophe) to regular plurals (e.g. the girls' shoes; the companies' difficulties). To make the possessive form of names ending in -s pronounced /z/ we can add either ' or 's (e.g. It's Tom Jones' (or Tom Jones's) new sports car).

- H8 ☐ That old car of Jo's is falling apart.
- H9 ☐ It belongs to a friend of his.

We can use the pattern noun + of + 's (H8)/possessive pronoun (H9) to talk about something that someone owns or about a relationship. Notice that when we are talking about relationships between people we can also use a noun without 's (e.g. an uncle of Mark's (or an uncle of Mark)).

H10 ☐ We're going to Linda's (house) for the evening.

The noun following a possessive form can be left out when we talk about someone's house. We don't use 'shop' when we talk about, for example, the newsagent's/the chemist's or the newsagent/the chemist (but not 'the newsagent's shop')' the chemist's shop') where the name of the shop includes the name of the person who works there (compare 'the sweet shop', but not 'the sweet's').

- H11 \(\sigma\) David's guitar playing has improved enormously.
- H12 \Box The construction of the office block was opposed by protestors.

Often we can use the possessive 's or ...of + noun... with very little difference in meaning. However, in general, we are more likely to use the possessive form of a noun when the noun refers to a particular person or group of people (H11); and when we are talking about time (e.g. next year's holiday prices, rather than the holiday prices of next year).

We are more likely to use the ...of + noun... form with an inanimate noun (H12); when we are talking about a process, or a change over time (e.g. the establishment of the committee, rather than the committee's establishment); and when the noun is a long noun phrase (e.g. She is the sister of someone I used to go to school with. rather than She is someone I used to go to school with's sister.).

ARTICLES, DETERMINERS AND QUANTIFIERS (→ Units 44-52)

Determiners are words such as this, her, and your which determine or specify what a noun or noun phrase refers to. They come before the noun and at the front of the noun phrase. Quantifiers are words such as some, much, and few which identify the quantity of something. Some words can be both determiners and quantifiers (e.g. 'I sent out invitations to a few friends' [few = determiner] and 'A few of my friends came to the party' [few = quantifier]) while some are determiners only (e.g. 'This is my friend Andrew' [my = determiner]). Many determiners and quantifiers can be pronouns, taking the place of a noun phrase (e.g. I've invited all my friends and most are coming [most = pronoun]). Articles (a/an and the) are determiners. They also specify what the noun refers to and come at the beginning of the noun phrase. However, they cannot be quantifiers or pronouns.

The	1 .	11	45-47)
ine	-	units	45-4/1

- 11 □ Dorothy took a cake and some biscuits to the party, but only the biscuits were eaten.
- 13 ☐ We had a good time on holiday. *The* beaches were all beautifully clean.
- 14 ☐ Give it to the man wearing the red coat.
- 15 □ Look at the moon. It's very bright tonight.

We use the with singular, plural or uncountable nouns when we expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. It may be that the thing has already been mentioned (I1); that it is clear from the situation which person or thing we mean (I2); that it is in some other way understandable from the context which thing or person we mean (I3; 'the beaches' = 'the beaches we went to'); that the thing or person is identified in what is said after the noun (I4; 'wearing the red coat'); or that there is only one of a particular thing (I5 and also, for example, the Great Wall of China, the North Pole, the USA, the world).

A/an (→ Units 44-47)

- 16 ☐ Helen's just bought a house on Wilson Street.
- 17 \square Sydney is a beautiful city.

We use a/an with singular nouns when we don't expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. We often use a/an to introduce a new specific person or thing (I6); or when the noun refers to a class of people or things generally – for example, when we describe someone or something or say what type of thing someone or something is (I7).

Zero article (→ Units 45-47)

- 18 □ [-] Water has got into my camera and damaged it.

We use zero article [-] with uncountable and plural nouns when we talk generally about people or things rather than about specific people or things. We might talk about a whole class of things in a general way (I8) or about an indefinite number or amount (I9).

Some (→ Unit 48)

Some and any are used with plural and uncountable nouns, usually when we are talking about limited, but indefinite or unknown, numbers or quantities of things.

- 110 □ Peter gave me some advice.
- III ☐ Hasn't some information about the proposal been sent out already? I thought I read about it last week.

112	Shan I send you some details.
	We generally use some: in affirmative sentences (sentences which are not negatives or questions) (I10); in questions where we expect agreement or the answer 'Yes' (I11); in offers and requests in order to sound positive, expecting the answer 'Yes' (I12). If it is
	used in this way some is pronounced with its weak form /səm/.
113	□ Some teachers never seem to get bored with being in the classroom.
	We use some to talk about particular, but unspecified, people or things with the implication 'some, but not all'. If it is used in this way some is pronounced with its
114	strong form /sʌm/. I haven't been here for <i>some</i> years.
114	We use some (pronounced /sʌm/) when we mean quite a large amount of, or a large number of something. Notice that we can say 'some years, months, weeks, etc.' or just 'years, months, weeks, etc.' with a similar meaning.
Any	(→ Unit 48)
115	☐ We haven't got any butter left.
116	□ Do you have <i>any</i> better ideas?
117	□ Any student could have answered the question.
	We generally use any: in sentences with a negative meaning (I15); in questions where we don't necessarily expect agreement or the answer 'Yes' (I16); when we mean 'all (of them), and it's not important which' (I17).
118	☐ If you see any cherries in the shop, can you buy them?
119	□ Any questions should be sent to the manager.
	We commonly use any: in 'if' clauses (I18; note that 'some' is possible, but would seem to expect that you will see cherries); when any means 'if there is/are' (I19; = If there
	are questions).
	ne, someone, etc.
120	□ Joseph lives somewhere in Denmark.
121	☐ I've never seen anybody that tall before. The rules for the use of the following words are generally the same as those given in I10–I19 for some and any: the pronouns someone/anyone, somebody/anybody, something/anything, (notice that somebody = someone, and anybody = anyone), and the adverbs somewhere/anywhere. For example, some- words are generally used in affirmative sentences (I20), and any- words are generally used in sentences with a negative meaning (I21).
0	
	ntifiers with and without 'of': any (of), some (of), much (of), many (of), both (of), all each (of), none (of), few (of), little (of) (→ Units 48-52)
122	☐ Many of Bob's closest friends are women.
123	□ Some of my jewellery is missing.
124	☐ Have you seen any of these new light bulbs in the shops yet?
125	☐ Are you going to eat all (of) that cake, or can I finish it?
126	□ Both of us were exhausted after flying to Japan.
127	☐ I polished <i>each</i> trophy with a soft cloth.
128	☐ Is there much orange juice left?
	We usually need to put of after quantifiers when there is a possessive form (I22), pronoun (I23) or determiner (I24) before a noun. Notice, however, that in informal contexts after both and all we can leave out of before the, these, those (and this or that with all; I25); my, your, her, his, etc.; and mine, yours, etc., but not before them, you, or us (I26) (or it with all). We don't use of after a quantifier immediately before a noun (I27/28).
	(AMI/MY)

No,	none (of), neither (of), either (→ Unit 49)
129	☐ There's no train until tomorrow.
130	□ No information was given about how the study was conducted.
131	\Box She had no shoes on.
132	☐ Have we got any more sugar? There's none in the kitchen.
133	□ 'How many children have you got?' 'None.'
	We use the determiner no to mean 'not a' or 'not any' before a singular (I29),
	uncountable (I30), or plural noun (I31). Before the, my, this, etc. we use the quantifier
	none (of) to mean 'not any' (I32). If it is clear from the context what we mean, we can use the pronoun none (I33).
134	□ None of the furniture has arrived yet.
	When we use none of with an uncountable noun the verb must be singular. However, when we use none of with a plural noun the verb can be either singular or plural (e.g. None of the parcels have/has arrived yet), although the singular form is more grammatical.
135	□ Neither of his parents could drive.
	We use neither of instead of none of when we are talking about two people or things.
136	☐ You could catch the 10.05 or the 10.32. Either train gets you there in good time.
137	☐ Has either of them passed their driving test yet?
,	When we use either as a determiner (I36), it is followed by a singular countable noun. If this is the subject of the sentence, it is followed by a singular verb. We use either of with
	plural nouns and pronouns (I37). Note that either can also be used as an adverbial as in
	'We can either take the train or go by bus' and 'I had no wish to go, and Les didn't want
	to go either'.
	ch (of), many (of), a lot of, lots (of) (→ Unit 50)
138	☐ There isn't <i>much</i> traffic along the street where I live.
139	□ Will you be taking many suitcases on the trip?
	Much and many are used to talk about quantities and amounts. Much is used with uncountable nouns (I38) and many with plural nouns (I39). Before the, my, this, etc. we use much of/ many of. Much of can also be used with a singular countable noun to mean 'a large part of' (e.g. Much of the national park was destroyed in the fire.). We can use much and many without a noun if the meaning is clear (e.g. Can you get some sugar when you go shopping? There isn't much left.). Much and many are often used after as, how, so, and too (e.g. I'd say there were twice as many women at the meeting as men.).
140	☐ She didn't show <i>much</i> interest in what I said.
141	\Box John offered me <i>a lot of</i> money for the car.
142	☐ Many of my relatives live around Wolverhampton.
	Much (of) and many (of) are used in negative sentences to emphasise that we are talking about small (or smaller than expected) quantities or amounts (I40) and in questions to ask about quantities or amounts (e.g. Have you got much homework to do?). In affirmative sentences we often use a lot of, lots of or plenty of rather than much (of) and many to talk about large amounts and quantities, particularly in conversation and informal writing (I41). However, many of is common in affirmative sentences in both formal and informal contexts (I42).
All ((of) (→ Unit 51)
143	\Box There is heating in <i>all</i> (of) the bedrooms in the house.
143	We use all or all of when we are talking about the total number of things or people in a group, or the total amount of something. In informal contexts we can leave out of.
144	□ Everyone was waiting to hear the results.
	In modern English we don't use all without a noun to mean 'everyone' or 'everything'. However, all can mean 'everything' when it is followed by a <i>relative clause</i> (e.g. I don't agree with <i>all</i> that he said. (= everything that he said)). We can also use all without a noun to mean 'the only thing' (e.g. <i>All</i> she wants to do is help.).

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Each	every	(→	Unit	51)
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- 145

 Every newspaper had the same front page story.
- □ Following the flood, *every* building in the area needs major repair work.

We can use each and every with singular countable nouns (I45), and each of with plural nouns, to mean all things or people in a group of two or more (each (of)) or three or more (every). We use a singular verb (...needs...) after each (of) and every (I46). However, when each follows the noun or pronoun it refers to, the noun/pronoun and verb are plural (e.g. Every student is tested twice a year. They are each given a hundred questions to do.).

(A) few (of), less (of), (a) little (of) (→ Unit 52)

- 147 \Box A few of the boys were very good footballers.
- 148 ☐ There is little evidence to support his claim.
 We use (a) few (of) with plural countable nouns (I47) and (a) little (of) with uncountable nouns (I48).
- 150 ☐ The holiday cost less than I thought it would.
 We use less (of) with uncountable nouns (I49) or in a general sense (I50).
- 151 ☐ I've got a few close friends that I meet regularly.
- 152

 He has few close friends and often feels lonely.

We often use a few and a little in a 'positive' way (I51); for example, to suggest that a small amount or quantity is enough, or to suggest that it is more than we would expect. We often use few and little in a 'negative' way (I52); for example, to suggest that the amount or quantity is not enough, or is surprisingly low. Compare 'A few of her songs were popular and she was very well known' (= 'positive') and 'Few of her songs were very popular and eventually she gave up her musical career' (= 'negative'). This use of few and little is often rather formal.

RELATIVE CLAUSES AND OTHER TYPES OF CLAUSE (→ Units 53-59)

Relative clauses have a similar function to adjectives in that they give more information about someone or something referred to in a main clause. Participle clauses (-ing and -ed clauses) can be used like relative clauses, but can also have an adverbial function, giving information about time, cause, etc.

Relative clauses (→ Units 53-55)

- J1

 Andrew stopped the police car that was driving past.

Defining relative clauses (e.g. ...that was driving past; J1) are used to specify which person or thing we mean, or which type of person or thing we mean. Notice that we don't put a comma between the noun and a defining relative clause.

Non-defining relative clauses (e.g. ..., who is in her seventies, ...; J2) are used to add extra information about a noun, but this information is not necessary to explain which person or thing we mean. We don't use them often in everyday speech, but we do use them frequently in written English. Notice that we often put a comma before and after a non-defining relative clause.

J3 □ The house, which is to the north of the road, is owned by the council. After a relative clause, we don't repeat the subject with a pronoun; so, for example, we wouldn't say 'The house which is to the north of the road it is owned by the council'. However, this is sometimes found in informal speech; for example, 'A friend of mine who is a solicitor – she helped me.'

-ing clauses (= present participle clauses) (→ Units 58 & 59)

J4

Glancing over his shoulder, he could see the dog chasing him.

J5	□ Pushing her way through the crowds, she just managed to get on the bus as it	pulled
J6	away. 'Wait a minute,' said Frank, running through the door.	
30	We can use an -ing clause to talk about something that takes place at the same (J4) or just before (J5) an action in the main clause. We often use an -ing claus written narrative after quoted speech, when we want to say what someone wa while they were talking (J6).	e in
	Note that the understood subject of -ing and -ed (see J8) clauses should be the the subject of the main clause. For example, in J4, 'he' is the unstated subject of 'Glancing over his shoulder'.	
J7	☐ Knowing exactly what I wanted, I didn't spend much time shopping.	
	-ing clauses can be used to talk about reasons and results. This sentence has a meaning to 'Because I knew exactly what I wanted, I didn't spend much time s	
-ed	auses (= past participle clauses) (→ Units 58 & 59)	
18	☐ Annoyed by the boys' behaviour, she complained to the head teacher.	
	We can use an -ed clause to talk about something that happened before an act main clause. Often the event in the -ed clause causes the event in the main clause.	
PRO	NOUNS, SUBSTITUTION AND LEAVING OUT WORDS (→ Units 60-65)	
	tive pronouns (→ Unit 60)	
K1	☐ 'What did you do to your hand?' 'I cut <i>myself</i> when I was chopping vegetables. When the subject and object of a sentence refer to the same person or thing, w	
	reflexive pronoun as the object of a sentence rather than a personal pronoun. singular forms of reflexive pronouns are myself, yourself, herself, himself, itself	Γhe
K2	forms are ourselves, yourselves, themselves. □ We phoned the plumber and he came himself.	
K3	☐ My sister drew the picture herself.	
K4	□ I was given this book by the author herself.	
	We can use reflexive pronouns for emphasis: for example, after an intransitive to emphasise the subject; after a transitive verb (K3) to emphasise that somethis without help; or after a noun to emphasise that noun (K4).	
each	other/one another	
K5	☐ They tried to avoid <i>each other/one another</i> at the party.	
K6	□ John and Carmen first met (each otherlone another) when they were working i	n Spain.
	Some verbs, such as avoid (K5), can be used to describe actions in which two of people or things do the same thing to the other(s). We use each other or one are these. Other verbs like this include attract, complement, face, help, and repel. A verbs embrace, fight, kiss, marry and meet we can use each other or one anoth may be omitted when the subject is plural or has the form 'and' (K6).	other with After the
K7	☐ The scheme allows students from many countries to communicate with each of one another.	herlwith
K8	□ We looked at each otherlone another and started to laugh.	
	With some verbs we have to use a preposition, often with, before each other/or (K7). Verbs like this include agree, coincide, collaborate, communicate, compet contrast, co-operate, disagree, joke, mix, quarrel, talk. Note that we can also us against, talk to, and look at before each other/one another (K8).	e,
K9	☐ The two children <i>each</i> blamed the <i>other</i> for breaking the window.	
	For emphasis we can separate each and other. This sentence is more emphatic two children blamed each other'.	han 'The

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Substitution	\rightarrow	Units	61	-631

- K10 □ I had a racing bike when I was young, and so did my brother.
- K11 ☐ 'Amy loves ice cream.' 'So do I.'
- K12 "I didn't think much of the restaurant." 'Neither did I.'

We can use so + auxiliary verb + subject to say that a second person does the same things as the person already mentioned (K10 & K11). The corresponding negative form uses neither (K12), nor ('Nor did I'), or not...either ('I didn't either'). We often use this to avoid repetition (e.g. in K12 we use 'Neither did I' rather than 'I didn't think much of the restaurant either').

ADJECTIVES AND ADVERBS (→ Units 66-78)

Gradable and non-gradable adjectives (→ Units 67-68)

- L1 □ They live in a very *large* house.
- L2 ☐ Our teacher gave us an absolutely *impossible* problem to solve.

Most adjectives describe qualities that can be measured or graded, and so can be used in comparative and superlative forms and with words such as 'very' or 'extremely'. These are referred to as gradable adjectives (for example, 'large' in L1). Some adjectives are not gradable because they refer to qualities that are completely present or completely absent. These non-gradable adjectives (such as 'impossible' in L2) are not usually used in comparative and superlative forms or with words such as 'very' or 'extremely'. They can often, however, be used with words such as 'absolutely' or 'completely'.

Order of adjectives

L3 ☐ I drank some very good Brazilian coffee.

When we use more than one adjective before a noun, there is often a preferred (although not fixed) order for these adjectives depending on what type of adjective they are: opinion + size/physical quality/shape/age + colour + participle adjectives + origin + material + type + purpose + NOUN. Here are some examples showing the most likely order: an old plastic container (= age + material + noun); a hard red ball (= quality + colour + noun); a frightening Korean mask (= opinion + origin + noun); a round biscuit tin (= shape + purpose (for holding biscuits) + noun); a small broken plate (= size + participle adjective + noun); a useful digital alarm clock (= opinion + type + purpose + noun).

To help you to learn this order, it can be useful to remember that *gradable* adjectives (describing *opinion*, *size*, *quality*, *shape*, and *age*) usually precede *ungradable* adjectives (*participle adjective* and adjectives describing *origin*, *material*, *type* and *purpose*).

Easily confused adjectives

L4 \square I was *surprised* to find that the film was quite *frightening*.

When we use the following adjectives to describe how a person feels about something or someone else, generally the -ed adjectives describe how the person feels (e.g. I was surprised...), and the -ing adjectives give an evaluation of the thing or other person (e.g. ...the film was quite frightening.): alarmed – alarming, amazed – amazing, bored – boring, excited – exciting, frightened – frightening, interested – interesting, pleased – pleasing, surprised – surprising, tired – tiring, worried – worrying.

Adjectives and adverbs: use (→ Unit 71)

- L5 \square The staff in the shop always speak *politely* to customers.
- L6 It was strangely quiet as we went into the room.

We use an *adverb*, not an *adjective*, to say how something happened or was done (L5) or to modify adjectives (L6).

Adjectives and adverbs: comparative and superlative forms (→ Unit 72) L7 □ The building was bigger than I'd expected. L8 □ It was the most ridiculous thing to say.
We usually add the ending -er to one-syllable adjectives and adverbs to make their comparative forms (L7) and -est to make their superlative forms. With three or more syllables we usually add more/less and most/least (L8). With two syllables we can usually use either.
Quite
 L9 □ I was quite satisfied with the result. L10 □ No, you're quite wrong! L11 □ The food here is quite superb.
Quite has two meanings: to a particular degree, but not 'very' (= 'fairly') (L9); and to a large degree, or 'very much' (= 'completely') (L10). When quite is used with non-gradable adjectives it means 'completely' (L11).
ADVERBIAL CLAUSES & CONJUNCTIONS (→ Units 79-87)
An adverbial clause is a type of subordinate clause, linked to a main clause. An adverbial clause adds extra information to the main clause about such things as time and conditions. Most adverbial clauses begin with a conjunction that indicates their link with the main clause. Example conjunctions are after, before, and until (time conjunctions); and if and unless (conditional conjunctions).
Tenses in adverbial and main clauses: general
M1 Because I'm overweight, my doctor has put me on a diet.
M2 I felt unwell when I got up this morning. The verb in the adverbial clause is usually the same tense as the verb in the main clause. In M1 they are both present (present simple + present perfect), and in M2 they are both past (past simple + past simple).
Time clauses: tenses (→ Unit 79)
M3 □ Have something to eat before you <i>leave</i> .
To refer to the future after a time conjunction (before) we use present tenses. M4
To talk about an action in the adverbial clause that is completed before another action described in the main clause, we can use either simple or perfect tenses (present as in M4 or past as in M5), but not will or will have + -ed (the future perfect).
M6
M7
While is mainly used with continuous tenses (M7) and also with simple tenses (M8).
Conditional clauses (→ Units 83-86)
Real and unreal conditionals (→ Units 83 & 84)

Some conditional clauses beginning with if suggest that a situation is *real* – that is, the situation is or was true, or may have been or may become true (e.g. *If anyone phones*, tell them I'll be back at 11.00; *If you really want to learn Italian*, you need to spend some time in Italy). Others suggest that a situation is *unreal* – that is, the situation is imaginary or untrue. (e.g. What would you do *if you won the lottery*?; *If you had started out earlier*, you wouldn't have been so late).

Compare: If I go to Berlin, I'll travel by train. (= real conditional) and If I went to Berlin, I'd travel by train. (= unreal conditional). In the first, the speaker is thinking of going to Berlin (it is a real future possibility), but in the second, the speaker is not thinking of doing so. The second might be giving someone advice.

Real	conditionals: tenses (→ Units 83 & 84)
M9	☐ I'll give you a lift if it <i>rains</i> .
M10	☐ If you <i>leave</i> now, you'll be home in two hours.
M11	☐ If water <i>freezes</i> , it expands.
M12	☐ If I made the wrong decision then I apologise.
	In real conditionals we use a present tense to talk about the future (M9), the present (M10) or unchanging relationships (M11), and past tenses to talk about the past (M12).
Unre	al conditionals: tenses (→ Units 83 & 84)
M13	☐ If my grandfather was were still alive, he would be a hundred today.
	To talk about <i>present</i> or <i>future</i> situations in unreal conditionals, we use a past tense (either simple or continuous) in the if-clause and would + bare infinitive in the main clause. In <i>unreal</i> conditionals we don't use the past simple or past perfect in the main clause. In <i>unreal</i> conditionals, we can also use could/might (have) instead of would (have) (e.g. If my grandfather <i>wasl were</i> still alive, he <i>might have</i> enjoyed looking after our garden; If I <i>lived</i> out of town, I <i>could</i> take up horse riding.). Notice that we sometimes use ifwere instead of ifwas (see Unit 85).
M14	□ If I had known how difficult the job was, I wouldn't have taken it.
	When we talk about something that might have happened in the <i>past</i> , but didn't, then we use if + past perfect and would have + past participle in the main clause. We can also use might/could have instead of would have in the main clause (e.g. They <i>might have found</i> a better hotel if they had driven a few more kilometres.).
M15	☐ If Bob wasn't so lazy, he would have passed the exam easily.
M16	☐ If the doctor had been called earlier, Mary would still be alive today.
	In some <i>unreal</i> conditionals we use mixed tenses. That is, a past tense in the if-clause and would have + past participle in the main clause (M15), or a past perfect in the if-clause and would + infinitive in the main clause (M16). We can use these patterns to talk about possible consequences if situations were or had been different. We can also use might/could (have) in the main clause instead of would (have) (e.ghe <i>could have</i> passed the exam easily.;Mary <i>might</i> still <i>be</i> alive today.).
M17	☐ If I had a more reliable car, I'd drive to Spain rather than fly.
	In <i>unreal</i> conditional sentences we don't normally use would in an if-clause (but see Unit 84).
Othe	r types of adverbial clause give information about place (M18), contrast (M19 and Unit 82),
	or reason (M20 and Unit 80), purpose (M21 and Unit 81), and result (M22 and Unit 81):
M18	☐ Can you put it back where you found it, please?
M19	☐ My sister is blonde, whereas my brother has dark hair.
M20	☐ He wasn't allowed in because he was too young.
M21	☐ We got up early so that we could watch the sunrise.
M22	☐ He played so badly that he was easily beaten.

Glossary

active

In an active clause or active sentence, the grammatical subject is the person or thing that performs the action given in the verb (e.g. Geoff wrote the book). Compare PASSIVE.

adjective

A word that describes a noun (e.g. an *interesting* book) or a pronoun (e.g. a *red* one). Gradable adjectives can be used to say that a person or thing has more or less of this quality (e.g. She's very *happy*), while non-gradable adjectives can't (e.g. It's *impossible*. We can't say 'It's very impossible'). Classifying adjectives say that something is of a particular type (e.g. *atomic*, *initial*). Emphasising adjectives stress how strongly we feel about something (e.g. *complete* nonsense). Qualitative adjectives say what qualities a person or thing has (e.g. *big*, *rich*). See also grading ADVERBS and non-grading ADVERBS.

adjective phrase

A group of words where the main word is an adjective (e.g. it's extremely important; it wasn't strong enough).

adverb

A word that describes or gives more information (when, how, where, etc.) about a verb (e.g. He ran quickly), adjective (e.g. an extremely expensive car), another adverb (e.g. She did it very easily), or phrase (e.g. They live just across the road.). Types of adverb include: adverbs of manner (e.g. slowly, violently) which we use to say how something is done; connecting adverbs (e.g. consequently, similarly); time adverbs (e.g. tomorrow, already); place adverbs (e.g. upstairs, outside); direction adverbs (e.g. backwards, through); comment adverbs (e.g. apparently, personally) which we use to make a comment on what we are saying; viewpoint adverbs (e.g. financially, politically) which we use to make clear from what point of view we are speaking; adverbs of indefinite frequency (e.g. always, never); degree adverbs (e.g. completely, quite) which give information about the extent or degree of something; focus adverbs (e.g. just, even) which we use to focus on a particular word or phrase. Grading adverbs (e.g. extremely, very) are used with gradable ADJECTIVES. Non-grading adverbs (e.g. completely, mainly) are used with non-gradable ADJECTIVES.

adverbial

A word or group of words that says when, how, where, etc. something happens. They may consist of an ADVERB (e.g. quietly), a PREPOSITIONAL PHRASE (e.g. through the door), a NOUN PHRASE (e.g. next week), or an ADVERBIAL CLAUSE (e.g. after she left).

adverbial clause

A type of subordinate CLAUSE that says when, how, where, etc. something happens (e.g. Before I went to school this morning, I did my homework).

affirmative sentence

A statement (i.e. not a question) that is positive, not negative.

agent

The person or thing that performs the action described in a verb. Usually it is the subject in an active clause and comes after 'by...' in a passive clause.

article

The word *the* is the definite article and the word *a* (*an* before vowels) is the indefinite article. When there is no article before a noun we refer to this as the zero article.

auxiliary verbs

The verbs be, have and do when they are used with a main verb to form questions, negatives, tenses, passive forms, etc. MODAL VERBS are also auxiliary verbs.

clause

A group of words that contains a verb. A clause may be a complete sentence or a part of a sentence. A main clause can exist as a separate sentence, while a subordinate clause cannot (e.g. If I see Tony at work [= subordinate clause], I'll invite him over this evening [= main clause]). Types of clause include: since-clause (e.g. I haven't seen him since we left school); that-clause (e.g. She said that she was thirsty); wh-clause (e.g. I asked Sandra where she was going); it-clause (e.g. It's not surprising that you're feeling cold); what-clause (e.g. What I want to do is buy a better computer); if-clause (e.g. If you leave now, you'll be home by 10.00); whether-clause (e.g. You have to take the exam whether you want to or not); to-infinitive clause (e.g. To become a doctor takes years of study); present participle (-ing) clause (e.g. Feeling hungry, I went into the kitchen); past participle (-ed) clause (e.g. Being unemployed, Tom had a lot of time on his hands); having + past participle (-ed) clause (e.g. Having seen the doctor, I went straight home). See also CONDITIONAL CLAUSE, NON-FINITE CLAUSE, RELATIVE CLAUSE.

cleft sentence

A sentence in which focus is given to either the subject or object using a pattern beginning 'It...' (e.g. It was my brother who lent me the money) or 'What...' (e.g. What you need is a holiday).

complement

A word or phrase that follows a LINKING VERB and describes the SUBJECT (e.g. Linda is a *lawyer*) or OBJECT (e.g. I found the food *inedible*). A complement may also be an ADVERBIAL or PREPOSITIONAL PHRASE which completes the meaning of a verb. Some verbs need a complement (e.g. The disease originated *in Britain*; 'The disease originated' would be incomplete).

compound

A compound noun consists of two or more words together used as a noun (e.g. a *language school*). A compound adjective consists of two or more words together used as an adjective (e.g. They were *well-behaved*).

conditional

A conditional clause usually starts with 'if', but other patterns are possible (e.g. *Had it not rained*, England would have won). A conditional sentence contains a conditional clause. A distinction can be made between real conditionals, which suggest that the situation is or was true, or may have been or may become true (e.g. If she makes a promise, she keeps it) and unreal conditionals, which suggest that the situation is imaginary or untrue (e.g. If you had asked me, I would have helped).

conjunction

A word such as *and*, *but*, *if*, *while*, *after*, *because* which connects words, phrases, or clauses in a sentence. Compare SENTENCE CONNECTOR.

countable

A countable noun can be both singular and plural (e.g. *cup/cups*). An uncountable noun doesn't have a plural form (e.g. *electricity*, but not 'electricities').

declarative sentence

A declarative sentence is a statement. In a declarative sentence the subject is followed by the verb.

determiner

A word that goes in front of a noun to identify what the noun refers to (e.g. this, some, the, alan, each, all, my). Possessive determiners (also called possessive adjectives) are words such as my, your and their.

direct speech

Speech that is written using the exact words of the speaker, without any changes. Compare REPORTED SPEECH.

dynamic verb

A verb that describes an action (e.g. walk, throw). Compare STATE VERB.

imperative

An imperative clause uses the bare INFINITIVE form of a verb for such things as giving orders and making suggestions (e.g. Go to bed!).

infinitive

The form of a verb that usually goes after 'to'. The form can be either the to-infinitive (e.g. to sing, to eat) or the bare infinitive (e.g. sing, eat).

intransitive verb

A verb that doesn't take an object (e.g. She *smiled*). Compare TRANSITIVE VERB.

inversion

Changing the usual word order so that the verb comes before the subject (e.g. Up went the balloon).

linking verb

A verb (e.g. be, become, appear) that connects a SUBJECT with its COMPLEMENT.

modal verbs

A group of verbs (can, could, dare, may, might, must, need, ought to, shall, should, will, would, used to) that give information about such things as possibility, necessity, and obligation. Semi-modal verbs (ought to, used to, need, dare, had better, have (got) to, be able to) have similar meanings to modal verbs.

non-affirmative

Referring to a lack of positive, affirmative meaning; for example, in most questions and negatives. However, questions which expect a positive reply are affirmative. The terms 'non-assertive' and 'assertive' are sometimes used for 'non-affirmative' and 'affirmative'.

non-finite clause

A clause with a non-finite VERB; either a to-infinitive form (e.g. I want to leave soon), an -ing (present participle) form (e.g. I caught him stealing my camera), or -ed (past participle) form (e.g. We cleared up the mess left after the party).

noun

A word that refers to a person, place, thing, quality, etc. A collective noun refers to a group of people or things (e.g. audience, crowd, herd). See also COUNTABLE NOUN.

noun phrase

A group of words where the main word is a noun (e.g. I've been talking to the woman across the road; We spoke to several small children).

object

The direct object is the person or thing affected by the action of the verb (e.g. I put *the book* [= direct object] back on the shelf). The indirect object is the person or thing who benefits from the action or who receives something (e.g. I gave *my mother* [= indirect object] some flowers [= direct object]). Compare SUBJECT.

participle

The present participle is the -ing form of a verb (e.g. walking, singing, eating) used, for example, in continuous tenses. The past participle is the -ed form of a verb (e.g. walked, sang, eaten) used, for example, in perfect tenses. A participle adjective is one formed from the present or past participle of a verb (e.g. the candidates applying, a broken plate). A participle clause has a present participle or past participle verb form (e.g. Feeling unwell, he went to bed; The person appointed to the post will have a difficult job to do).

particle

An adverb or preposition that follows a verb in TWO-WORD VERBS and THREE-WORD VERBS (e.g. What time did you *get in*? [in = adverb]; I *flicked through* the magazine [through = preposition]; She *looks* up to her mother [up = adverb, to = preposition]).

passive

In a passive clause or passive sentence, the grammatical subject is the person or thing that experiences the effect of the action given in the verb (e.g. The book was written by Geoff). Compare ACTIVE.

performative

A performative is a verb which states the action that is performed when a speaker uses the verb (e.g. I *promise* I'll do it tomorrow; I *apologise*).

phrasal verb

A verb together with a following adverb and/or a preposition that has a single meaning (e.g. set off, look up to). Compare 'I ran across Tanya at the concert' (= met unexpectedly; a phrasal verb) and 'She ran across the road' (= a PREPOSITIONAL VERB).

possessive

The possessive form of a noun ends in either -'s (e.g. Mark's car) or -s' (e.g. the girls' changing room).

preposition

A word such as in, on, or by that comes before a noun, pronoun, noun phrase or -ing form (e.g. in March, above my uncle's head, by investing).

prepositional phrase

A group of words that consists of a PREPOSITION and its prepositional object (a noun, pronoun, noun phrase or -ing form) (e.g. behind our house, across it).

prepositional verb

A verb and a following preposition (e.g. believe in, consist of, look after). Compare PHRASAL VERB.

pronoun

A word that is used instead of a noun or noun phrase. Pronouns include personal pronouns (e.g. I, she, me), reflexive pronouns (e.g. myself, herself), possessive pronouns (e.g. my, mine, your, yours), and RELATIVE PRONOUNS (e.g. who, which).

quantifier

A word or phrase that goes before a noun or noun phrase to talk about the quantity of something (e.g. a little water, many of the women in the room).

question

A wh-question begins with a WH-WORD (e.g. Where are you going?). A yes/no question is one that can be answered with 'yes' or 'no' (e.g. Do you like coffee?). An echo question repeats part of a previous utterance and asks for a repetition of all or part of it (e.g. 'I'm moving to Alaska.' 'You're moving where?'). We can ask an indirect question by putting it into a subordinate CLAUSE beginning with a WH-WORD or with if or whether (e.g. Can you tell me where you live?).

relative clause

A kind of subordinate CLAUSE that describes a noun that comes before it in a main CLAUSE. A defining relative clause says which person or thing is being talked about (e.g. A friend who lives in London is getting married). A non-defining relative clause gives more information about the noun (e.g. My bicycle, which I've left outside your house, is over 20 years old). A nominal relative clause begins with a WH-WORD or whatever, whenever, etc. and functions as a NOUN PHRASE in a sentence (e.g. What I need now is a long, hot bath). A reduced relative clause usually begins with an -ing (present participle) or -ed (past participle) form and has a similar meaning to a relative clause (e.g. I met the people living in our old house [= ...who live in our old house], The new rules only affect people born before 1950 [= ...who were born before 1950]).

relative pronoun

A pronoun such as who, which, or that which is used at the beginning of a relative clause.

relative word

Words including RELATIVE PRONOUNS and others (e.g. whereby, why) that can begin a RELATIVE CLAUSE.

reported speech

Speech that is reported without using the exact words of the speaker. Sometimes called 'indirect speech'.

reporting clause & reported clause

A statement that reports what people think or say is often divided into a reporting clause and a reported clause (e.g. She said [= reporting clause] that the building was unsafe [= reported clause]).

reporting verb

A verb used in a REPORTING CLAUSE that describes what people say or think (e.g. ask, claim, say).

sentence connector

A word or phrase that shows a connection between two separate sentences (e.g. My car isn't very comfortable. *However*, it's very cheap to run.; The house is large and has a beautiful garden. *What's more*, it's very close to the station.). Compare CONJUNCTION.

simple sentence

A sentence consisting of one clause.

state verb

A verb that is used to describe a state (e.g. believe, think) rather than an action. Compare DYNAMIC VERB.

subject

The person or thing that does the action of the verb (e.g. Tommy went home). Compare OBJECT.

subjunctive

The subjunctive is a set of verb forms used mainly in rather formal English to talk about possibilities rather than facts. The present subjunctive uses the base form of the verb (e.g. We suggest that she *leave* immediately) and the past subjunctive uses *were* (e.g. If I *were* you, I'd go home now).

transitive verb

A verb that takes an object (e.g. She was holding a bunch of flowers). Compare INTRANSITIVE VERB.

two-word verbs & three-word verbs

Verbs that are commonly used with a particular PARTICLE (adverb or preposition) are referred to here as **two-word verbs** (e.g. She *looked after* her elderly parents). Verbs that are commonly used with two particular particles (adverb + preposition) are referred to here as **three-word verbs** (e.g. He *looked up to* his older brothers). See also PREPOSITIONAL VERB and PHRASAL VERB.

verb

A finite verb has a tense (e.g. She *waited*; She *is waiting* for you). Non-finite verb forms are INFINITIVE (e.g. He came *to see* me) and PARTICIPLE forms (e.g. *Shouting* loudly, I was able to make myself heard; *Built* in 1980, the tower is still the tallest construction in Europe).

verb phrase

A group of words consisting of one or more verbs (e.g. gives, is giving, has been giving).

wh-words

A group of words (who, whom, whose, where, when, why, how) that are used in wh-QUESTIONS.

Appendix 1 Passive verb forms

If an agent is mentioned, it goes in a prepositional phrase with by after the verb (see also Unit 24).

Present s	imple	
Active:	tell(s)	John tells me that you're thinking of leaving.
Passive:	am/is/are told	I'm told (by John) that you're thinking of leaving.
Past simp	ole	
Active:	told	John told me that you were leaving.
Passive:	was/were told	I was told (by John) that you were leaving.
Present p	erfect	
Active:	have/has told	John has told me that you are leaving.
Passive:	have/has been told	I have been told (by John) that you are leaving.
Past perf	ect	
Active:	had told	John had already told me that you were leaving.
Passive:	had been told	I had already been told (by John) that you were leaving.
Present c	ontinuous	
Active:	am/is/are telling	John is always telling me that you are leaving.
Passive:	am/is/are being told	I am always being told (by John) that you are leaving.
Past cont	inuous	
Active:	was/were telling	John was always telling me that you were leaving.
Passive:	was/were being told	I was always being told (by John) that you were leaving.
Future si	mple	
Active:	will tell	I will tell John that you are leaving.
Passive:	will be told	John will be told (by me) that you are leaving.
Future pe	erfect	
Active:	will have told	By tomorrow I will have told John that you are leaving.
Passive:	will have been told	By tomorrow John will have been told (by me) that you are
		leaving.
Present p	erfect continuous (rare in th	e passive)
Active:	has/have been telling	John has been telling me for ages that you are leaving.
Passive:	has/have been being told	I have been being told (by John) for ages that you are leaving

Other passive verb forms are very rare.

Modal verbs with passives

Active:	should/could/might/ought to (etc.) tell	You should tell John.
Passive:	should/could/might/ought to (etc.) be told	John should be told.
Active:	should/could/might/ought to (etc.) have told	You should have told John.
Passive:	should/could/might/ought to (etc.) have been told	John should have been told.
Active:	should/could/might/ought to (etc.) have	You should have been telling
	been telling	John while I was outside.
Passive:	should/could/might/ought to (etc.) have been	John should have been
	being told	being told while I was outside

Other passive verb forms with modal verbs are very rare.

Appendix 2 Basic question forms

1	If a verb phrase includes an auxiliary verb, the auxiliary verb comes before the subject: Are they leaving soon?
	□ Where will you stay?
2	If a verb phrase includes more than one auxiliary verb, only the first comes before the subject:
3	In present and past simple tenses of verbs (apart from be), we use do or did: Does he enjoy school? Where did you go on holiday?
4	If be is used in a verb phrase without another verb, the verb comes before the subject: \(\subseteq \text{Are you happy at work?} \) \(\subseteq \text{Where was Jack today?} \)
5	If we use what, which, who or whose as the subject, we use the same word order as in a statement with the subject before the verb phrase: \(\subseteq \text{ What made that noise?} \) \(\subseteq \text{ Who can tell me the answer to question 5?} \)

Appendix 3 Quoting what people think or what they have said

Α	You put single ('') or double ("") quotation marks at the beginning and end of a report of someone's exact spoken or written words. This is often referred to as direct speech: \(\text{ 'It's a pity you can't come this weekend.'} \) \(\text{ "I'm really hungry. I fancy a cheese sandwich."} \)
В	If there is a <i>reporting clause</i> (e.g. she said, exclaimed Tom) <i>after</i> the quotation, you put a comma before the second quotation mark: — "I think we should go to India while we have the opportunity," argued Richard.
	If you are quoting a question or exclamation, you use a question mark or exclamation mark instead of a comma: — "Can I make an appointment to see the doctor?" asked Bill. — 'You must be mad!' yelled her brother.
	If the reporting clause comes <i>within</i> the quotation, you put a comma before the second quotation mark of the first part of the quotation, a comma at the end of the reporting clause, and you start the second part of the quotation with a lower case (not a capital) letter: — "It tastes horrible," said Susan, "but it's supposed to be very good for you."
	If the second part of the quotation is a new sentence, you put a full stop at the end of the reporting clause, and start the second part of the quotation with a capital letter: — "You should go home," Sandra advised. "You're looking really ill."
	If the reporting clause comes <i>before</i> the quotation, you put a comma at the end of the reporting clause, and a full stop (or question or exclamation mark) at the end of the quotation: □ John said, "Put them all on the top shelf."
	A colon is sometimes used at the end of the reporting clause instead of a comma: □ She stood up and shouted to the children: "It's time to go home!"
С	When you quote what a person <i>thinks</i> , you can either use the conventions described in A and B or separate the quotation from the reporting clause with a comma (or colon) and leave out quotation marks: — "Why did she look at me like that?" wondered Mary. — Perhaps the door is open, thought Chris.
	☐ Suddenly she thought: Could they be trying to trick me?

Appendix 4 Irregular verbs

bare infinitive	past simple	past participle (-ed form)	
arise	arose	arisen	
awake	awoke	awoken	
be	was/were	been	
bear	bore	borne	
beat	beat	beaten	
become	became	become	
begin	began	begun	
bend	bent	bent	
bet	bet	bet	
bind	bound	bound	
bite	bit	bitten	
bleed	bled	bled	
blow	blew	blown	
break	broke	broken	
bring	brought	brought	
broadcast	broadcast	broadcast	
build	built	built	
burn ¹	burnt	burnt	
burst	burst	burst	
buy	bought	bought	
cast	cast	cast	
catch	caught	caught	
choose	chose	chosen	
cling	clung	clung	
come	came	come	
cost	cost	cost	
creep	crept	crept	
cut	cut	cut	
deal	dealt	dealt	
dig	dug	dug	
dive	dived	dived	
do	did	done	
draw	drew	drawn	
dream ¹	dreamt	dreamt	
drink	drank	drunk	
drive	drove	driven	
dwell ¹	dwelt	dwelt	
eat	ate	eaten	
fall	fell	fallen	
feed	fed	fed	
feel	felt	felt	
fight	fought	fought	
find	found	found	
fit ¹	fit	fit	
flee	fled	fled	
fling	flung	flung	
fly	flew	flown	
forbid	forbade ²	forbidden	
forecast1	forecast	forecast	
forget forgive	forgot	forgotten	
freeze	forgave froze	forgiven frozen	
get	got	got	
give go	gave	given	
20	went	gone	

bare infinitive	past simple	past participle (-ed form)
hang ¹	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel ¹	knelt	knelt
knit ¹	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
lean ¹	leant	leant
leap ¹	leapt	leapt
learn ¹	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie ⁴		lain
	lay lit	lit
light ¹	777	777
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow ³	mowed	mown
pay	paid	paid
prove ³	proved	proven
put	put	put
quit	quit	quit
read	read ⁵	read ⁵
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw ³	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew ³	sewed	sewn
shake	shook	shaken
shear ³	sheared	shorn
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid

bare infinitive	past simple	past participle (-ed form)
sling	slung	slung
smell ¹	smelt	smelt
sow ³	sowed	sown
speak	spoke	spoken
speed1	sped	sped
spell ¹	spelt	spelt
spend	spent	spent
spill ¹	spilt	spilt
spin	spun	spun/span
spit	spat	spat
split	split	split
spoil ¹	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
strive	strove	striven
swear	swore	sworn

bare infinitive	past simple	past participle (-ed form)
sweep	swept	swept
swell ³	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
wake ¹	woke	woken
wear	wore	worn
weave ¹	wove	woven
weep	wept	wept
wet ¹	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

¹ These verbs have two past simple and two past participle forms, both the ones given and regular forms (eg burn; burnt/burned; burnt/burned).

² 'forbad' is also sometimes used, but is old fashioned.

³ These verbs have two past participle forms, the one given and a regular form (eg mow; mowed; mown/ mowed).

⁴ When *lie* means 'deliberately to say something untrue' it is regular ('lie/lied/lied').

⁵ Pronounced /red/.

Additional exercises

3.5 kilos."

Present and past; simple and continuous tenses

Units 1, 2 & 4

co	sin	plete the sentences with an appropriate positive or negative form of one of these verbs, g the same verb in each pair of sentences. Choose from the <i>present simple</i> , <i>present inuous</i> , <i>past simple</i> or <i>past continuous</i> . Give all possible answers. Use \land to add any words ide the space.
		onsider expect own phone prefer promise put read tell weigh
1		If I'm not too busy, Ipromise to help you in the garden later today.
		I'll try to get over on Saturday, but I to be there.
2		I made a cup of coffee while she the letter.
		As soon as the teacher told us to start, I through all the questions quickly.
3	a	They to reach the top of the mountain by evening, but the weather was too bad.
	b	We Jean to visit us in June if she can get a cheap flight.
4	a	Over half the population now a mobile phone.
		I grew up in Newport, where my father a bookshop.
5	a	Iselling my house and buying a flat.
	b	Many people her to be the finest violinist in the country at the moment.
6		Jack me that you're getting married. Congratulations!
	b	Apparently Carol is seriously ill. They me that she never leaves her house now.
7	a	I the theatre four times this morning, but there was no answer.
		I my mother twice a day when my father was in hospital.
8	a	He always his feet up on the chairs. It's really unhygienic.
		I find it very annoying that she constantly empty milk cartons back in the fridge.
9	a	A survey has found that, surprisingly, most children to walk to school than be taken by car.
	b	I swam across the river, but my friends to walk all the way to the nearest bridge.
10	2	lim over 100 kilos and really needs to take more exercise

b He held the fish in his hands as if he it and then said, "It's about

Present perfect, past simple, and present perfect continuous

Units 3 & 6

2 Match the beginnings and endings. Sometimes there is more than one possibility.

1	I haven't had time to phone Tony today, I didn't have time to phone Tony today,	(i) but I'll certainly contact him before I leave work.(ii) but I'll certainly contact him some time tomorrow.
2	When she was prime minister, Mrs Nathan Since she became prime minister, Mrs Nathan	(i) has often been accused of ignoring the advice of her colleagues.(ii) was often accused of ignoring the advice of her colleagues.
3	I've watched <i>The Sound of Music</i> I've been watching <i>The Sound of Music</i>	(i) and now I keep humming the songs to myself.(ii) at least ten times already.
4	I'd always wanted to own a Porsche I won't know if I can afford a Porsche	(i) until I've found out how much they cost.(ii) until I found out how much they cost.
5	Unemployment has risen Unemployment has been rising	(i) by 58% since the present government came to power.(ii) ever since the present government came to power.
6	As soon as I've finished the book As soon as I finished the book	(i) I'm going to have a holiday.(ii) I started writing another one.
7	I've been playing squash I've played squash	(i) since my doctor advised me to lose weight.(ii) a couple of times before, but I can't get the hang of it.
8	I haven't been back to London I haven't eaten really good pasta	(i) since I lived in Italy.(ii) since I've lived in Italy.

Past perfect, past perfect continuous, and past simple

Units 5 & 7

Complete each sentence so that it has a similar meaning to the one given. Use a verb related to the word in italics with an appropriate tense (active or passive): past perfect, past perfect continuous or past simple. Give alternatives where possible.

1 The proposed new library had been under *discussion* for almost three years at the time an appropriate site became available.

At the time an appropriate site became available, they had been discussing the

proposed new library for almost three years.

2 There had been a considerable *improvement* in his condition when I saw him in hospital last night.

His condition

3 It was announced that there was a 10 minute *delay* to the York train.

It was announced that the York train

4 Joe had been on a *diet* for a month when he came to stay with us, and we noticed immediately that he had already lost a lot of weight.

Joe

There was an <i>expectation</i> that Sylvia would win comfortably, but she finished only third. Sylvia
When I reversed the car out of the garage, I did some damage to the rear number plate.
When I reversed the car out of the garage, I
John received a promotion last week.
John
Rentpool had been under investigation by the tax authorities for a number of months when
they arrested the chairman.
The tax authorities
The Minister made her colleagues angry when she criticised them during her speech yesterday.
The Minister
There had already been a suggestion from Christine that the money should be spent on new
textbooks for the school.
Christine

The future

Units 9 & 10

- Study the future references highlighted in these sentences and suggest corrections or improvements where necessary. Choose from will, shall, going to, present continuous for the future, and present simple for the future.
 - A A: Careful, (1) you're going to spill your coffee.
 - B: Oh, no! Too late. Now (2) I'm going to have to change my trousers.
 - B A: What have you got all that wood for?
 - B: (1) I'll build a bird table in the garden.
 - A: If you need any help, let me know and (2) I'm going to give you a hand.
 - C A: (1) Shall you be able to come over on the 3rd? We (2) have a barbecue.
 - B: Just a minute, (3) I'm going to have a look in my diary. No, I'm sorry. (4) I'm meeting some friends in London that day.
 - D A: Did you know that Dave (1) is going to go to New Zealand this summer?
 - B: Yes, I heard. I'm really sorry he (2) doesn't come to see us.
 - A: I wonder when we (3) see him again?
 - B: Well, he certainly (4) won't be back before Christmas.
 - E A: I (1) take Aunt Joan to the station later. Do you want a lift into town, too?
 - B: What time (2) does her train go?
 - A: It (3) will be at 4.15. It (4) takes us about half an hour to get there if there isn't too much traffic.
 - B: Well you should start out early. Apparently, (5) we'll have heavy snow this afternoon. In fact, thanks for your offer, but I think (6) I'm going to stay at home in the warm.

Modals

Units 15-20

- 5 Underline the best answers from each group in italics.
 - 1 A: I've spent most of the morning trying to fix my washing machine, but I seem to have made it worse.
 - B: You ought to ask! may ask! ought to have asked me to come over and take a look at it. I would have been! should be! would be happy to help. But I suppose it's too late now!

- 2 The taxi needs to/ should/ would be here in a couple of minutes. We'd better/ 've better/ 'd better to get ready to go.
- 3 My daughter wouldn't/ won't/ may not eat carrots. She hates the taste of them. I don't have to/ 'm not able to/ can't think of any way of getting her to eat them. But to tell the truth, I could/ would/ used to hate them when I was young, too.
- 4 A: We're completely lost! I'm not able to/ can't / mustn't find any of the street names around here on the map.
 - B: We *must havel have got to havel can have* taken the wrong turning at the traffic lights about a kilometre back.
- 5 You haven't got tol needn'tl mustn't go on the beach when the tide's coming in. It's very dangerous. You can might would play in the fields instead.
- 6 I was beginning to be concerned that I won't mustn't wouldn't get to the station for my train. But I didn't need worry needn't have worried needn't worry; Colin turned up in good time to give me a lift.
- 7 Most head teachers today feel that parents *needl shouldl had better* play a more active part in the running of schools. There was a time when parents *wouldl willl should* put a lot of effort into raising money for school projects, but those days seem to have gone.
- 8 A: These trousers shrank the first time I washed them.
 - B: If I were you, I ought to/ should/ can take them back.
 - A: Yes, I suppose they canl needl may give me my money back.
- 9 Preliminary research suggests that the bones must have got to used to be at least 100,000 years old, but they would could can be considerably older than that.
- 10 Apparently, in the future, airline passengers will be able tol canl could send and receive email messages without moving from their seats. Of course, by the time this is common, we canl must might have started using even more efficient ways of communicating.
- 11 Both candidates for the job were very strong and it was hard to choose between them. I certainly couldn't! mustn't! had got to have decided which one to appoint. But fortunately, we hadn't got to! didn't have to! mustn't make a final decision; the management found enough money to allow us to appoint both of them.
- 12 You needn't don't need to mustn't be very fit to play badminton well. It can is able to could be played by anyone who is reasonably fit and who has a good sense of timing.

Passives Units 22–25

Some extracts from radio news reports are given below. Rewrite them in a more appropriate way using passive forms in which the underlined word forms the subject of the clause. If 'that' is underlined, use a passive construction with *it* or *there*.

Examples:

Picasso encouraged <u>her</u> to paint. → She was encouraged to paint by Picasso.

People believe <u>that</u> the Prime Minister will resign tomorrow. → It is believed that the Prime Minister will resign tomorrow.

- A People are encouraging the Prime Minister to sack the Environment Minister, Maggie Long, after someone revealed that she had received payments from a major oil company. However, in a statement today, the Prime Minister said: 'My advisors tell me that the company paid Mrs Long the money before she joined the government. I have no intention of dismissing her.'
- B A tropical storm has caused severe flooding in the city of Chittagong in southern Bangladesh. Although we understand that there are no casualties, the floods have made many thousands of people homeless, and people estimate the damage to property as running into millions of dollars.

- C Protesters have continued to block the construction of the new Newburn ring road by tying themselves to trees along the proposed route. Police say that they have given the protesters two days to leave the area or they will arrest them.
- D Conservation groups have demanded that the government should close down the Seafield nuclear power station after a report which said that investigators have found unacceptable levels of radiation in the local area.
- E The Chief Constable of the London police force has revealed that they have received a death threat against the life of President Nabon, who is visiting the capital this weekend. He says that they are taking the threat very seriously. People expect that security levels will be increased during the President's visit.
- F Someone found a man injured on a Scottish hillside this morning. People think that he fell while coming down a hillside in bad weather. Medical staff are treating him in hospital for leg and head injuries. Someone reported him missing last night when he failed to return home after a day's walking.
- G And now football. People expect that there will be a record crowd at tonight's match between Manchester United and Bayern Munich. People report that the club will give the United players a huge financial bonus if they win and people have even suggested that the club might pay them as much as £50,000 each.

Verb complementation: what follows verbs

Units 30 & 31

- 7 Underline the correct alternatives. Sometimes both are possible.
 - 1 He insisted to payl on paying for the meal.
 - 2 The interviewer started off to ask/ by asking me why I wanted the job.
 - 3 I can clearly recall his saying/him saying that he was meeting Sarah at eight o'clock.
 - 4 The university has arranged/appointed Dr Charles to be head of the new Medical Institute.
 - 5 I knew I could ask/ count on Philip if I needed any help.
 - 6 My parents are always going on at me to tidy for to tidy up my bedroom.
 - 7 The ticket enables you visiting/ to visit both the museum and the art gallery.
 - 8 Karen is so small that she often has to resort to wearing children's clothes/ children's clothes to get the right size.
 - 9 We objected to their cat/ their cat's digging up our garden.
 - 10 The government plans to bring in new laws *forcing/ making* parents to take more responsibility for the education of their children.
 - 11 I don't approve of her smoking/ smoking.
 - 12 Johnson was arrested when he failed him to appear to appear in court.
 - 13 If you have any problems with the computer, contact Simon. It's best if you *allow/let* him deal with it.
 - 14 I've heard a lot about Dr James, and I'm looking forward to hearing/ to hear his talk tomorrow.
 - 15 Although Patricia is a doctor herself, it doesn't *entitle her to/ entitle for her to* special treatment, and she will have to join the waiting list like everyone else.
 - 16 We waited/ waited for the storm to pass before we continued.
 - 17 When I was in the supermarket I noticed a man to take! noticed a man take some food off the shelf and hide it inside his coat.
 - 18 We invited/ refused Liz to come to the party.
 - 19 I overheard her tell/ telling Jack that she was seriously ill.
 - 20 She gave up work so that she could focus on looking/ look after her children.

- 21 We were unhappy in England, and even discussed/ talked of emigrating to New Zealand.
- 22 The lizard is amazingly well adapted to livel to living in very dry and windy conditions.
- 23 An increase in the price of petrol would discourage me from using/ from using my car.

-			100	
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ш	v.	JU	IUI	шч

Units 33, 35, 36 & 38

Units 40-43

	a that-clause or to-infinitive clause. Give two completions where both a that-clause and to-infinitive clause are possible.						
111	advice promise			confession	decision threat	prediction warning	
1	'The government of the control of th	rnment has deen	creased taxatio		statement	to power,' stated the that the governmen	
2	Karen said	l, 'I've decided	not to go to u	niversity next y	ear.'	<u> </u>	
3	'The Earth Professor	will pass thro Adams.	ough the tail of	a comet within	the next fiv	e years,' predicted	
4	'We said that we would dismiss the strikers if they didn't return to work, and we have no done that.'						
5	The company has carried out 'You should delegate more of your work to your secretary,' Mary was advised by her bos Mary decided to follow						
	'I'll pick yo John didn'	ou up at 10.00 t turn up unti),' John promis l 11.00, despite	sed.			
	I wasn't su	rprised by		's talking about,		ided.	
		d to ignore Do					
9				hip of the land!			
10	Minister h	as warned.		•		educed,' the Health	
11			iter before,' she				
12	'Where's S	usan?' I asked	Derek. 'I don'	t know,' he repl	ied.		

9 Choose an appropriate present simple form (singular or plural) of the verb in brackets. If both singular and plural forms are possible, give them both.

- 1 I've been trying to sell my car for ages, but nobody to buy it. (want)
- 3 A lot of students in the old houses near the university. (live)
- 4 All of the scientific evidence ______ to the conclusion that increasing use of pesticides in farming is damaging our health. (point)

Nouns

	The university to appoint lecturers who already have a PhD. (prefer)
6	She's one of those people whojust sitting in the sun on holiday. (love)
7	The office staff that they have been treated badly by management. (claim)
8	All of my children to the same school. (go)
9	A lot of cheaper furniture nowadays in pieces inside a flat box for you to build yourself. (come)
10	In France, the media more respectful of the privacy of celebrities than in Britain. (be)
11	Currently, 16 per cent of the workforcejobless. (be)
	It's a really quiet town at night. Everything at around 10 o'clock. (shut)
	The police that the fire was caused deliberately. (suspect)
	The majority of the children in the class under five years old. (be)
	Although the bracelet might be worth something, none of the other jewellery
	to be of great value. (appear)
16	The stairs quite steep, so be careful how you go down. (be)
	What worries me about the car the problems we've been having with the
	brakes. (be)
18	The United Nations to send a team of doctors to investigate the outbreak of TB. (plan)
19	One of the arguments in favour of the new airport that it will bring jobs to
20	the area. (be)
20	Many people have speculated on the reasons for the southern population movements in the Indian sub-continent during the fifteenth century, but none of the historical records identified so far
21	It's a charity performance, so none of the actors
22	Every letter and parcel carefully checked before posting to make sure it has
	the correct address. (be)
23	My parents want to move to Spain, but neither of them Spanish. (speak)
	'Where are the scissors?' 'I think either Becky or Miguel borrowed them.' (have)
2.5	Most people would agree that the criteria not of equal importance. (be)
	The economics of nuclear power become more and more difficult in the last decade. (have)
27	Whoever had contact with the patient to be found and vaccinated against
41.55	polio. (have)
28	'I've got to walk all the way to my uncle's house, and he lives about two miles away.' 'But
	two miles far.' (be/ not)
29	A recent survey shows that around 10 per cent of all cars dangerous to
	drive. (be)
30	Phonetics one of the options you can take in the second year of the course.
	(be)
ticle	s etc. Units 44–48
	which of the following can you use to complete the sentences correctly? Which one can you se to complete all of the sentences in each set?
	a/an one some the 'zero article' (-)
1	a Could you look after my cat while I'm away on holiday? It's only for
	week.
	b David lives less than mile from school, so he can get up at eight o'clock

10

and still be at school by nine.

	c	As I walked in, Sue was sitting in corner of the room and Malcolm was sitting in the other. I could tell that they had been arguing.
2	a	vulture feeds primarily on dead animals.
	b	Margaret has arthritis, and her doctor has suggested that she should spend as much time as possible in warm climate.
	c	Katherine has decided she wants to be
3	a	A: How should I get to the town centre from here?
		B: Well, you could walk, but catching a bus is probably quickest.
	Ь	The World Wide Fund for Nature organised a major campaign to save
		tiger.
	c	washing machine has had a huge impact on people's lives since it was invented.
4	a	A: Michael Jordan is visiting our school next week to talk about basketball.
		B: You mean Michael Jordan? Can you get his autograph for me?
	b	It was hot in the house, so she opened all the windows to let in fresh air.
	c	Large areas of Canada are still covered by forest.
5	a	She was made Chief Executive Officer in 2002.
	b	Do you wantsugar in your coffee?
		You can buy new microwave ovens for as little as a hundred dollars.
6	a	500 people were at the meeting.
	b	Despite years of research, we still don't understand the significance of
		dreams.
7		It is a sad fact that money buys political power in many societies.
7		earthquake in the south of the country has left thousands homeless.
		I love having holidays atseaside.
0		Do you remember
8		bicycle is an important means of transport for many people with no access to public transport.
		We only stayed in Oxford for night, but we really liked the place.
		Andre owns a painting that he claims is Picasso.
9		I felt fine when I woke up, but byevening I had a high fever.
		The temperature at midday reached over 40°C.
		It's probably easiest to contact me by email.
10	a	My history teacher at school –
	b	I'll just spend day or two in Singapore and then go on to Australia for three weeks.
	С	It wasday that would remain in my memory forever.
		end de la company de la compa

Relative clauses

Units 53-55

- Write the information in brackets as a relative clause in an appropriate place in the sentence. Give all possible relative pronouns, but if you can leave them out, put them in brackets. Make sure you put in commas where necessary.
 - 1 Later in the programme we have an interview with Peter Svensson. (last week he became the first man to row solo across the Indian Ocean). Later in the programme we have an interview with Peter Svensson, who last week became the first man to row solo across the Indian Ocean.
 - 2 Carla's restaurant is very good value. (it serves a range of Mediterranean dishes)
 - 3 The New Zealand rugby team are clear favourites to win the match. (all of its members weigh over 100 kilos)

- 4 Suzie brought home a kitten. (she'd found it in the park)
- 5 The story is about a teenage boy. (his ambition is to become an astronaut)
- 6 Paul has got a job with Empirico. (its main product is electric light bulbs)
- 7 Politicians should give more consideration to the working people. (they represent them)
- 8 Among the group of people was Professor Rogers. (I had last seen him in Oxford twenty years earlier)
- 9 I live on a small road. (it leads down to the river)
- 10 Monet's earlier paintings are in a new exhibition in London. (many have never been seen in this country before)
- 11 Ian McIver has become managing director of Europe's largest food retailer. (his first job was selling vegetables in a market)
- 12 Douglas has a new girlfriend. (she works in the library)
- 13 My Volkswagen Golf is a very reliable car. (I bought it in 1980)
- 14 Brian Brookes will be present at its official opening. (the Brookes art gallery is named after him)

Substitution and leaving out words

Units 62-65

- 12 Underline the appropriate alternatives. Sometimes both are possible.
 - 1 He has a shave every morning, but you wouldn't think he did/ had.
 - 2 The developers pulled down the clock tower to make way for the new road. In doing so/ so doing, they destroyed one of the finest examples of 17th century architecture in the country.
 - 3 'Ben won't be coming this weekend.' 'But he promised so/ promised he would.'
 - 4 'It looks like Schumacher is going to win again.' 'It appears! appears so.'
 - 5 'I didn't know you cycled to work.' 'Yes, I always do/ do so.'
 - 6 I don't smoke cigars, and never havel have done.
 - 7 They asked me to go fishing with them, but I didn't want/ didn't want to.
 - 8 'Will it take you long to fix it?' 'Well, it might do/ do so. I'm not sure yet.'
 - 9 'Do you think Ray will be up by now?' 'I doubt that he will doubt so.'
 - 10 'Dad won't mind us borrowing the car, will he?' 'No, I don't suppose so/ suppose not.'
 - 11 Just park the car wherever you want to/ want.
 - 12 'Has Rachel arrived yet?' 'No, I don't think she has done! has.'
 - 13 Karl had to choose between working much longer hours and moving to another part of the country. He had never faced *such a dilemmal a such dilemma* before.
 - 14 He owns much more land than I do so/ do.
 - 15 We'd like to go to Canada to see Ruth, but we can't afford to/ afford.
 - 16 'I imagine the information is kept on computer somewhere.' 'I would expect so/ expect.'
 - 17 I don't know whether my parents want me to go to Norway, but I suspect not/ don't suspect.
 - 18 'Will she expect us to get the job finished by the weekend?' 'I certainly don't hope so/ hope not.'
 - 19 'There's no answer. I suppose she might have left home by now.' 'Yes, I suppose she might have might.'
 - 20 The car's in good condition. They told so/ told me so at the garage.
 - 21 I didn't want Matthew to climb the mountain, but he was determined to/ determined.
 - 22 'My mother was really angry.' 'But didn't you expect her to/ to be?'
 - 23 'It doesn't look like the rain's going to stop soon.' 'I don't guess/ guess not.'
 - 24 'Are you going to the library today?' 'I might do! might be.'

Position of adjectives, adverbs and adverbial phrases

Units 66, 69, 74 & 75

- 13 Are the italicised words and phrases in the correct position? If not, suggest a change of position or additions to improve the texts.
 - a I every so often leave work early and go to a performance in the local concert hall. It's very close to my office, in the opposite building. Usually they rather are good, but yesterday's, given by a singer and pianist, was a total disaster. The singer with wonderful control began to sing. But when the pianist started to play, it sounded awful. At first I thought he was badly playing, but then it became obvious that the piano completely was out of tune. They stopped and discussed briefly the problem. They couldn't continue clearly, and they left the stage unhappily. Naturally, all the present people felt sorry for them. I'm sure the responsible person for tuning the piano will be severely reprimanded.
 - b I just was going out to work this morning when the postman pushed through my letterbox a letter. It was from Maggie, who writes from time to time. The letter said that she has to come to Bristol to visit her unwell uncle. She is one of his few remaining relatives. She wants us to meet and asked if I could suggest a time possible. Well, I for a couple of years haven't seen her, so I was really pleased. We first met at university. We have alike interests, so always we find a lot to talk about. The included photos in the letter showed that she hadn't changed since I last saw her. I spent so long reading the letter that I nearly was late for work.

Adverbial clauses and conjunctions

Units 79-82 & 87

- Match the ideas in (i) and (ii) and use the word in brackets to write either a single sentence (as in 1) or two sentences (as in 2), as appropriate. Note that you can put the idea in (ii) first in the sentence.
 - i
 - 1 I knew there was something wrong
 - 2 prepare the remaining vegetables
 - 3 his wife is really small
 - 4 only about 100 people attended
 - 5 I can't afford a coat like that
 - 6 I'm determined to finish the report
 - 7 you'll have to walk all the way from the station
 - 8 I stayed until the end
 - 9 her husband would never find it
 - 10 I've been running about 200 kilometres a week

- ii
- a I found the film boring
- b Jamie must weigh over 120 kilos
- c to prepare for the marathon
- d she said she was feeling fine
- e I don't like the style
- f leave the carrots to cool for a few minutes
- g make sure you catch the last bus at 11.00
- h I have to stay at work until midnight
- i she hid the letter between the pages of a book
- j there had been a lot of publicity about the meeting
- 1 (even though) (+ d) | knew there was something wrong, even though she said she was feeling fine. or Even though she said she was feeling fine I knew there was something wrong.
- 2 (meanwhile) (+ f) Leave the carrots to cool for a few minutes. Meanwhile, prepare the remaining vegetables.
- 3 (whereas)
- 4 (even so)
- 5 (besides)
- 6 (even if)
- 7 (otherwise)

- 8 (although)
- 9 (so that)
- 10 (in order to)

Prepositions Units 92-94

- 15 Write a preposition in an appropriate place after the italicised nouns and verbs.
 - 1 Personally, I don't agree / fox hunting, although I know that you approve it.
 - 2 There seems to be little *likelihood* Williamson winning Wimbledon because of her *inability* play well on grass tennis courts.
- 3 Our plan is to *split* the organisation into a number of small units. This will improve our *prospects* competing with more specialised companies.
- 4 I ran Paul in town the other day. He asked you.
- 5 Jack takes great *pride* never *throwing* anything. He always says that one day he'll find a use for things.
- 6 Although Professor Watson *knows* a great deal meteorology, even he can't *account* the unusual weather we have been having over the last few weeks.
- 7 There has been a great *improvement* the behaviour of children in the school. This has *resulted* the headteacher's *idea* involving them in decision-making.
- 8 Even though Dennis didn't act my advice and follow a career in medicine, I'm full of admiration his determination train to be a vet.

Inversion Units 99 & 100

Write new sentences with a similar meaning. In the new sentence the verb should come before the subject (inversion), and the sentences should begin with one of the following words or phrases.

Had Hardly Little Not for one moment Only if Only in Seldom Should So Under no circumstances Such Were

- 1 I didn't imagine that the boss had called me into her office to fire me. Little did I imagine that the boss had called me into her office to fire me.
- 2 The police will only investigate the matter further if an official complaint is made.
- 3 The instructions were so complicated, that it was impossible to assemble the machine.
- 4 If we had known how ill Rob was, we would have taken him straight to the hospital.
- 5 The wind was so strong that all the trees in the park were blown down.
- 6 She didn't often regret her lack of formal education, although she was sometimes aware of gaps in her knowledge.
- 7 You should only phone for an ambulance in an emergency.
- 8 There was never any disagreement between us.
- 9 If it were not for financial assistance from the government, the museum would have closed long ago.
- 10 They had only just finished eating before a waiter started to clear away the plates.
- 11 Children should never be allowed into the room without adult supervision.
- 12 If the bridge is ever built, it will be welcomed by the local community.

Study guide

Use this study guide if you need help in deciding which units you should study, or which part of the *Grammar review* you should read first. Which of the four alternatives completes the sentences in the correct or most likely way? Sometimes more than one alternative is possible.

If you are not sure which alternatives are correct, study any related sections of the *Grammar review* first and then the unit(s) given on the right. You will find the correct answer in the section of the *Grammar review* or the unit highlighted.

You can find an answer key to this study guide on page 281.

TEN	TENSES		STUDY
1.1	'Who	A1	1, 2
1.2	A Are you going B Were you going C Have you gone D Do you go	A5	1, 2
1.3	I I can't see as well as I used to. A am admitting B admits C admit D was admitting		1, 2
1.4	Jane me that you're thinking of emigrating. A told B tells C is telling D tell		2, 1
1.5	Kathy a few minutes ago. A has left B leaves C left D had left	A6	3, 4, 5
1.6	We to the tennis club since we moved here. A have belonged B belong C belonged D are belonging	A11	3, 6
1.7	After she		3, 4, 5
1.8	When he realised I at him, he away. A lookedwas turning B was lookingturned C was lookingwas turning D lookedturned	A13	4, 7
1.9	When the builders were here I them cups of tea all the time. A was making B am making C made D make		4, 7
1.10	When I went into the bathroom, I found that the bath	A14	5, 7
1.11	I was sure that I him before. A had met B am meeting C meet D met	A Company	5, 7
1.12	Your eyes are red –? A did you cry B have you been crying C have you cried D do you cry	A17	6
1.13	This holiday for ages. A We're looking forward to B We've been looking forward to C We look forward to D We've looked forward to		6, 3

TENSES			STUDY
1.14	When I saw the vase in the shop window, I knew it was exactly what I	A18	7
1.15	hard all year, so I felt that I deserved a holiday. A I work B I'd been working C I'd worked D I'm working		7, 4, 5
THE	FUTURE TO THE RESERVE		
2.1	I	В3	9
2.2	If Jack phones Iyou know. A 'm going to let B let C 'm letting D 'll let		9
2.3	'Has anybody offered to look after the children?' 'Jo it.' A is to do B 's going to do C does D will do	B5	9
2.4	The next train to Newcastle	B6	10
2.5	When you		10
2.6	We	В7	10
2.7	After the operation you any sport for a while. A won't be doing B aren't doing C don't do D won't to do	B8	11
2.8	When the race starts later this afternoon the driversfor drier weather than last year. A were hoping B are hoping C hope D will be hoping		11
2.9	In the next few years, thousands of speed cameras on major roads.		12
	A are appear B will appear C are to appear D are appearing		
2.10	to Bangkok by the end of June. A I aim getting B I'm aiming getting C I aim to get D I'm aiming to get		13
2.11	Weeach other later that day, but I had to phone and cancel. A see B are seeing C were seeing D saw		14
			STATE OF

MOD	DALS	GRAMMAR REVIEW	STUDY UNIT
3.1	Despite yesterday's snowfalls, we	C5	15
3.2	She swam strongly and cross the river easily, even though it was swollen by the heavy rain. A can B was able to C could D is able to		15
3.3	A Would you like B Should you like C Shall you like D Will you like	C12	16
3.4	We		16
3.5	'While we're in Leeds shall we go and see Mark?' 'But it's been nearly 20 years since we last saw him. He remember us.'	C17	17
	A can't B couldn't C may not D might not		KIS.
3.6	During the war, the police arrest you for criticising the king. A may B might C should D could		17
3.7	'I'm seeing Dr Evans next week.' 'That be right. He's on holiday then.' A mustn't B can't C hasn't to D hasn't got to	C23	18
3.8	I can't start the computer. You a password. A must have got to know B must've to know C must have to know D must know		18
3.9	I	C27	19
3.10	Nowadays it		19
3.11	Walking under a ladder be unlucky. A is suppose to B should C ought to D is supposed to	C32	20
3.12	It's the third time she's been skating this week. Shereally enjoy it. A must B should C ought to D had better		20
LINK	ING VERBS, PASSIVES, QUESTIONS	100275161	
4.1	The traffic lights green and I pulled away. A got B became C turned D went		21

LINK	ING VERBS, PASSIVES, QUESTIONS	GRAMMAR REVIEW	STUDY UNIT
4.2	The building the earthquake but thenby a fire. A was surviveddestroyed B survivedwas destroyed C surviveddestroyed D was survivedwas destroyed	D1	22, 23, 24
4.3	I'm really disappointed. I for the team again. A wasn't picked B didn't pick C didn't get picked D wasn't got picked	D2	22, 23, 24
4.4	When I asked what was wrong, A I was explained the problem B he explained the problem to me C the problem was explained to me D he explained me the problem		22
4.5	The children to the zoo. A were enjoyed taken B enjoyed being taken C were enjoyed taking D enjoyed taking		23 App.1
4.6	The new computer system next month. A is being installed by people B is be installed C is being installed D is been installed		24 App.1
4.7	A They have informed us B It has been informed C It has been informed us D We have been informed		25
4.8	He just turned away when I asked him he meant? A Which do you think B How do you think C What you think D What do you think	E3	26 App.2
4.9	A What there are B What is there C What are there D What there is		26
4.10	A What did you think that B What you thought C What did you think D What you did think		27 App.2
VERB	COMPLEMENTATION: WHAT FOLLOWS VERBS		
5.1	I always associate		28
5.2	She described		29
5.3	Stevens the wallet. A admitted to steal B admitted steal C admitted stealing D admitted him stealing	F5	30, 31

VERI	B COMPLEMENTATION: WHAT FOLLOWS VERBS	GRAMMAR REVIEW	STUDY
5.4	My parents wouldn't to the party. A allow me go B allow me to go C allow me going D allow to go	F9	30, 31
5.5	She felt the mosquito her. A bites B to bite C bite D biting	F13	30, 31
5.6	You don't objectlate tonight, do you? A to working B to work C work D working		30
5.7	They arranged in London. A for Jane to stay B Jane to stay C by Jane to stay D for Jane staying		31
REPO	ORTING	institute adj	
6.1	Martha she would be late for the meeting. She she was feeling ill. A told thatsaid that B told thatsaid me that C told me thatsaid that D told me thatsaid me that	G4/5	32
6.2	She	G7	32
6.3	'I suppose you've heard the latest		32 App.3
6.4	I notified I had changed my address. A with the bank that B the bank that C that D to the bank that		33
6.5	She reminded		34
6.6	Last night police said that they the missing girl. A had found B have found C find D were finding		35
6.7	She encouraged the job. A to take the job B that Frank should take C Frank to take D to Frank to take		36
6.8	He asked where he put the box. A shall B ought to C will D should		37
6.9	She asked my advice subject she should study at university. A on to what B as to what C on what D to what		38
6.10	They directed that the building		39

NOU	INS	GRAMMAR REVIEW	STUDY
7.1	The faulty. A equipments are B equipment was C equipments were D equipment were	Н1	
7.2	The company doing a lot of in South America. A isbusinesses B arebusiness C arebusinesses D isbusiness	H2	40
7.3	Theshoes were covered in mud, so I asked them to take them off before they got into	H7	43
7.4	The council postponed a decision on the new road, and many leading members of the opposition party criticised the delay. A hashave B hashas C havehas D havehave		40
7.5	Thinks that Phil should be given the job. A Neither of us B The majority of my colleagues C Practically everyone D A number of people		41
7.6	Police		42
7.7	A newis being built outside the town. A golf course B golfcourse C golf's course D golf-course	H5	
7.8	The government has introduced		43
7.9	A David's guitar playing B David guitar playing C Davids' guitar playing D The guitar playing of David	H11	40
ARTI	ICLES, DETERMINERS AND QUANTIFIERS		
8.1	I'll be with you in A one quarter of an hour B a quarter of an hour C a quarter of one hour D a quarter of hour		44
8.2	Look at	15	45–47
8.3	Sydney is	17	45-47
8.4	A There are example B There are examples C There are the examples D There is example	19	45-47

ARTI	CLES, DETERMINERS AND QUANTIFIERS	GRAMMAR REVIEW	STUDY
8.5	farming methods. A Climate B A climate C Climates D The climate		45
8.6	Against her parents' wishes, she wants to be		46
8.7	'You look upset.' 'Yes, I've had		47
8.8	I haven't been here for	114	48
8.9	We haven't got left. A a butter B any butter C the butter D some butter	115	48
8.10	'Where were you last week?' 'I was visiting		48 49–51
8.11	my jewellery is missing. A Some of B Any of C Some D Any	123	49
8.12	A None has B None have C None of has D None of have	134 , I22–28	49
8.13	I phoned Sarah at home, but		49
8.14	There isn't traffic along the street where I live. A many B much C much of D many of	138 , 122–28	50
8.15	the food was inedible. A A large amount of B Many of C Much of D A large number of		50
8.16		144	51
8.17	Following the flood,	146 , 122–28	51
8.18	C every buildingneed D each buildingsneed to Athens during the vacation. A All they are going B They are all going C They all are going D They are going all		51
8.19	There is evidence to support his claim. A little of B few C a few D little	148 , 122–28	52
8.20	We should use time we have available to discuss Jon's proposal. A the little of B the little C the few D little		52

RELA	TIVE CLAUSES AND OTHER TYPES OF CLAUSE	GRAMMAR REVIEW	STUDY UNIT
9.1	My mother enjoys hill walking. A who is in her seventies B, that is in her seventies, C, which is in her seventies, D, who is in her seventies,	J2	53
9.2	She's one of the kindest people		53
9.3	Do you know the date we have to hand in the essay? A which B on which C by which D when		54
9.4	The valley the town lies is heavily polluted. A in that B in which C in D which		55
9.5	The prisoners are all women. A who being released B are being released C being released D who are being released		56
9.6	She lives in the house		57
9.7	'Wait a minute,' said Frank,	J6	58, 59
9.8	by the boys' behaviour, she complained to the head teacher. A She annoyed B Annoyed C She was annoyed D Annoying	J8	58, 59
9.9	A Arrived B We arrived C Arriving D We were arriving		58
9.10	John was the first person I saw		59
PRO	NOUNS, SUBSTITUTION AND LEAVING OUT WORDS		
10.1	'What did you do to your hand?' 'I when I was chopping vegetables.' A cut me B cut C myself cut D cut myself	K1	60
10.2	The scheme allows students from many countries to communicate	К7	
10.3	We are confident that both sets of fans will		60

inon	IOUNS, SUBSTITUTION AND LEAVING OUT WORDS	GRAMMAR REVIEW	STUDY
10.4	'We need new curtains.' 'Okay, let's buy	Viljam zi	61
10.5	The two children for breaking the window. A each blamed other B blamed other C blamed each other D each blamed the other	К9	
10.6	I had a racing bike when I was young, and	K10	62
10.7	'I don't suppose there'll be any seats left.' 'No, I		62
10.8	They needed someone who was both an excellent administrator and manager was not easy to find. A Such person B A such person C Such D Such a person		63
10.9	'They could have been delayed by the snow.' 'Yes, they		64
10.10	The report is very critical and is clearly		65
ADJE	CTIVES AND ADVERBS		
	He is a		66
ADJE	He is a	L2	66 67, 68
11.1	He is a	L2	
11.1	He is a	L2	67, 68

ADJE	CTIVES AND ADVERBS	GRAMMAR	STUDY
1	(REVIEW	UNIT
11.6	I was to find that the film was quite	14	
11.7	My watch was among the		69
11.8	He was busy his homework. A to do B doing C that he was doing D he was doing		70
11.9	It was	L6	71
11.10	She towards the door. A quick ran B ran quick C ran quickly D quickly ran		71
11.11	It was the thing to say. A most ridiculous B ridiculous C ridiculousest D most ridiculousest	L8	72
11.12	'Why did you buy these oranges?' 'They were		72
11.13	She was as anyone could have had. A as patient teacher B a patient a teacher C as patient as teacher D as patient a teacher		73
11.14	Have you heard the good news? A In May, Jane had a baby B Jane had a baby in May C Jane in May had a baby D Jane had in May a baby		74 , 75
11.15	A We see hardly ever B We hardly see ever C We hardly ever see D Hardly we ever see		75
11.16	Only later how much damage had been caused. A she realised B she did realised C did she realise D realised she		76 , 99, 100
11.17	We with the decision. A agree very much B much agree C agree much D very much agree		77
11.18	A Politics speaking B Politically C In political terms D In a political point of view		78

ADVE	RBIAL CLAUSES AND CONJUNCTIONS	GRAMMAR	STUDY
	HOME CONSIST MAD CONSONCTIONS	REVIEW	UNIT
12.1	I unwell when I this morning. A feltget up B feltgot up C feelget up D feelgot	M2	
12.2	Have something to eat before you	МЗ	
12.3	I still feel tired in the morning. A when I wake up B as I wake up C when I will wake up D while I wake up		79
12.4	We were delayed an accident. A because B because of there was C because there was D because of		80
12.5	The land was bought quickly delay the building work. A so as not to B so not to C not to D in order not to		81
12.6	they slept soundly. A Hot though was the night air B Hot though the night air was C Hot as the night air was D Hot although the night air was		82
12.7	I'll give you a lift if it	M9	83, 84
12.8	If I had known how difficult the job was, I it. A won't have taken B wouldn't have taken C won't take it D mightn't have taken	M14	83, 84
12.9	If I a more reliable car, I to Spain rather than fly. A would havewould drive B hadhad driven C hadwould drive D would have hadwould drive	M17	83, 84
12.10	If the technology available, we would be able to expand the business. A would become B were become C were to become D became		83
12.11	If the North Seain winter, you could walk from London to Oslo. A happened to freeze B froze C should freeze D should happen to freeze		84
12.12	in my seventies and rather unfit, I might consider taking up squash. A Were I not B Was I not C Weren't I D If I wasn't		85
12.13	They couldn't decide it was worth re-sitting the exam. A if B whether or not C whether D if or not		86
12.14	It was midday, I put on the light. A Even so B Although C Even D Even though		87

PREP	OSITIONS	GRAMMAR REVIEW	STUDY UNIT
13.1	He suddenly saw Sue the room. He pushed his way the crowd of people to get to her. A acrossthrough B overthrough C acrossacross D overalong		88
13.2	The concert features,		89
13.3	A In B During C Over D Throughout		90
13.4	A Apart from B Except C Except for D Besides		91
13.5	He got angry when they started to his private life. A ask after B ask about C enquire about D enquire after		92
13.6	What's the chance five heads when you toss a coin five times? A of throwing B to throw C of throw D throw		93
13.7	She tried to		94
ORGA	ANISING INFORMATION		
14.1	A There were too much B There were too many C It was too many D There was too many		95 , 96
14.2	When Bond saw Vanya taking photographs of the plane,that she was a spy. A dawned on him B it dawned him C it dawned on him D it dawned on		96
14.3	I		97
14.4	Dave lost his job and was short of money, so		98
14.5	A Had the plane not B Hadn't the plane C The plane had not D The plane not had		99
14.6	That Marie was able to retire at the age of 50. A So successful her business was, C Her business was so successful D So was her successful business		100

Key to Exercises

UNIT 1

- 1.1
- 2 a 'm (am) measuring
 - b measures
- 3 a doubt b doubt
- a is currently attracting ('attracts' is also possible) b attract
- 5 a doesn't like b 'm (am) not liking ('don't like' is also possible)
- 6 a 're (are) fitting b doesn't fit
- 7 a feels b'm (am) not feeling ('don't feel' is also possible)
- a consists of ('consists only of' would also be possible); b consists of
- 9 a 's (is) sounding ('sounds' is also possible) b sounds
- 10 a 's (is) having b has
- 1.2
- 1 I'm understanding/ I understand (both possible)
- I admit/ I'm admitting
- Do you find/ Are you finding (both possible)
- we're not guaranteeing/ we don't guarantee (both possible) Pm knowing/ I know
- 6 I refuse/ I'm refusing I'm certainly agreeing/
- I certainly agree I'm not apologising/ I don't
- apologise. (both possible) we're considering/ we consider

UNIT 2

- 2.1
- 1 shoots, are attacking
- 2 arrives, is waiting, says
- is playing ('was playing' is also possible), stands, starts
- 2.2 Possible answers
- 2 I gather Vegecorp are going to sack a thousand workers.
- I understand we're going to have a new public holiday for the President's birthday.
- Ed tells me Tony's crashed his car again.
- Julie says she's got a new job.
- 6 They say they've found a new vaccination to prevent/ against malaria.
- You're forever asking me for
- You're constantly criticising my
- You're continually changing your mind.
- You're forever moaning about (your) work.

- 2.4 The most likely verbs are given
- 1 a I'm (am) wondering/ I was wondering ('I wonder'/ 'I wondered' are also possible) b wonder
- a we're (are) usually eating ('we usually eat' is also possible)
- b don't eat 3 a plays ('is playing' is also possible)
 - b 're (are) constantly playing ('play' is also possible)
- a I'm normally taking ('I normally take' is also possible. It would suggest, however, that this is the time they leave home. Present continuous suggests that they are on the way to school at 8.30.)
 - b takes

UNIT 3

- 3.1
- 've (have) read
- went
- 3 've (have) had
- wore
- 5 've (have) spent
- overslept
- 3.2
- 1 hasn't wanted fell
- 2 has worked - hasn't had
- 3 rescued - has been
- has happened spoke have been able have felt
- has improved has been
- 3.3
- 1 a 've (have) signed b signed
- 2 a 've (have) finished
 - b finished
- a got b have got
- a heard b 've (have) heard
- 3.4 The most appropriate tenses are given
- 1 have lost (or has lost)
- has closed (or has been closed) died
- defeated has beaten
- have been stolen (present perfect passive) - insisted - held

UNIT 4

- 2 was hoping gave
- 3 lived was spending or was living - spent
- started was checking in
- was looking saw
- 6 came was showing was playing - broke
- went off lit
- wasn't listening ('didn't listen' is also possible) - was explaining ('explained' is also possible)
- 10 added tasted

- 11 wasn't watching ('didn't watch' is also possible) - was dreaming ('dreamt' is also possible)
- 12 pushed ran
- 4.2
- 1 'was getting' and 'got' are both possible. The past simple suggests that one event followed the other: I got in and then the lights went off. The past continuous suggests that the lights went off as I was in the process of getting ready to get into the bath.
- 'was checking in' or 'checked in' are both possible with a similar meaning. Using the past continuous presents 'checking in' as the background event which was going on as the couple started to chat to him.
- 'was playing' and 'played' are both possible. The past continuous suggests that this was a temporary rather than a regular arrangement.
- 'didn't watch' and 'dreamt' are also possible. However, the past continuous emphasises that 'not watching' and 'dreaming' went on at the same time and seems more likely here.
- 4.3
- 1 was buying
- 2 saw
- 3 turned
- was slowly putting (Past simple in 3 and past continuous in 4 seem most likely here as 'turned round' describes a completed action and 'was slowly putting' describes the action that was going on at that time. However, past continuous is also possible in 3 and past simple is also possible in 4.)
- was carrying
- 6 walked
- picked up
- thought
- was looking
- 10 dropped
- had 11
- 12 noticed
- was watching
- 14 hurried
- were walking or walked (similar
- 16 ran

5.1

order of events	order events mentioned in text
It was empty I moved I first saw the old house A property developer bought it I put together enough money I learnt I nearly gave up The property developer decided I heard	I first saw the old house I moved It was empty I put together enough money I learnt A property developer bought it I nearly gave up I heard The property developer decided

The first past 'point of reference' is 'When I first saw the old house'. Events before this are in the past perfect: 'I had just moved'... 'It had been empty'. The second past 'point of reference' is when 'I learnt...'. Events before this are in the past perfect: 'I had put together' ... 'had bought'. Notice that we could use 'I put together' here as the order of events is made clear by 'By the time...'. The third past 'point of reference' is '...when I heard that the house was for sale again'. Events before this are in the past perfect: 'I had nearly given up'... 'The property developer had decided ... '.

5.2

- 1 had met
- had been/ went
- had taken/ took
- had read/ read
- had lost
- had found
- had cheated/ cheated
- had gone/ went
- had finished/ finished
- 10 had eaten

- 2 Lucy hadn't intended to become a dentist...
- I had expected the operation to be painful...
- I hadn't thought of cooking rabbit...
- He hadn't meant to insult her ... (or He hadn't meant it to be an insult to her...)

UNIT 6

- 1 a 's (has) been staying ('has stayed' is also possible)
 - b 've (have) stayed
- 2 a have ('has' is also possible, but less likely in British English) moved
 - b have been moving ('have moved' is also possible)
- 3 a have been stopping ('have stopped' is also possible)
- b has stopped 4 a haven't read

- - b 've (have) been reading ('have read' is also possible) a has been giving ('has given'
 - is also possible) b has given
 - a haven't swum
 - b 've (have) been swimming
 - a have been putting ('have put' is also possible)
 - b has (or 'have') put
 - a has disappeared b have been disappearing ('have disappeared' is also possible)

6.2

- 1 has claimed
- 2 died
- have been making (or have made)
- 've (have) produced
- awarded
- 've (have) been looking (or have looked, or looked)
- 've (have) also been exploring (or have also explored, or also explored)
- has/have made
- b
- invested
- 2 has announced
- 3 has been increasing (or has increased)
- has been running (or has run)
- 's (has) been neglecting (or has neglected)
- has been cutting (or has cut)
- 've (have) found
- 've (have) been planning (or have planned)
- spoke
- 've (have) also written (or wrote)

UNIT 7

- 1 a had been working ('had worked' is also possible)
 - b had finally worked
- 2 a had carried
 - b had been carrying ('had carried' is also possible)
- a had smoked
 - b had been smoking
- a had applied
 - b had been applying ('had applied' is also possible)

5 a had flown b had been flying (Note that the past simple could be used in 1a, 1b, 2a, 2b, 3a, 4a, 5a)

7.2

- 1 had been trying ('had tried' is also possible)
- had visited
- 3 had cost
- 4 had been writing ('had written' is also possible)
- had been worrying ('had worried' is also possible)
- had arrived
- had always believed
- 8 had been talking
- The past continuous is more likely in 8 (We were talking...).

7.3

- 2 had been taken
- ✓ (Note that 'What happened?' is also possible)
- had just heard
- 6 had been fishing
- hadn't wanted
- 10 had collapsed

UNIT 8

- 8.1 The most likely verbs and tenses are given.
- 2 got/arrived
- 3 feel/ am feeling (Present simple and present continuous have a similar meaning here.)
- go know 5
- 6 spent
- wrote
- were waiting
- felt/ was feeling (Past simple and past continuous have a similar meaning here.)
- 12 enjoy/ are enjoying (Present simple and present continuous have a similar meaning here, although the present continuous may suggest that they are not living in Adelaide permanently.)
- 13 is looking
- 14 seems
- 15 doesn't get on/ isn't getting on (Present simple and present continuous have a similar meaning here, although the present continuous suggests that this is a temporary problem.)
- 16 complain/ are constantly complaining (Note the word order.)
- 17 is starting
- asked
- am looking 19
- 20 hear/ heard (Present simple and past simple have a similar meaning here.)

8.2 The most likely tenses are

said ('has said' is also possible, but less likely here)

heard/ had heard

returned/ had returned

came/ had come was/ had been

left

8 appointed

finished

10 have won

11 accused

12 has disappointed

13 has spent

8.3

'Has he had' or 'Has he been having' are more likely

3 thought/ had thought

has worked/ has been working

had been trying

did you go

heard

8 ✓ ('went' is also possible)

✓ ('checked' is also possible)

10 have said / said

11 ✓ ('have given' is also possible)12 have told ('told' is also possible)

UNIT 9

9.1

1 'll see (decision made at moment of speaking)

'll be (prediction based on opinion/ past experience)

's going to have (prediction based on present evidence)

'll book (decision made at moment of speaking)

'll find (prediction based on opinion/ past experience) 's going to be (decision already

made) Are you going to take up (prediction based on present

evidence) 're going to have (prediction

based on present evidence) 'll have (decision made at

moment of speaking) 10 'll be (prediction based on opinion/ past experience)

'm going to build (decision already made)

're going to sell (prediction based on present evidence)

13 'm going to cut (decision already made)

14 's going to be sick (prediction based on present evidence); 'll feel (prediction based on opinion/ past experience)

15 'm going to leave (decision already made); will you tell or are you going to tell (asking about something planned); 'll try (decision made at moment of speaking)

16 'm going to have (decision already made); 're going to see (decision already made); 'll sort out (decision made at moment of speaking)

9.2 Example verbs are given

2 'll hear (ability)

'll hurt/ 're going to hurt (conditional - negative)

will ... buy (request) will start/stop. (logical

consequence) 'm going to see (main clause

action does not depend on action in the *if*-clause) 'll be sacked/'s going to be

sacked. (conditional - negative)

're going to plant (main clause action does not depend on action in the if-clause)

UNIT 10

1 get (fixed event; 'will get' is also possible)

2 will look after (less routine arrangement)

3 rains (with 'in case')

4 will give out (less routine arrangement)

goes (fixed event; 'will go' is also possible)

starts (fixed event; 'will start' is also possible)

stops (with 'provided') change (with 'what if')

will miss (prediction) 10 lend (with 'unless')

11 play (or 'plays') (fixed event; will play is also possible)

12 will accept (prediction) 13 want (with 'supposing')

14 read (with 'by the time')

10.2

1 (c) is leaving (prediction perhaps based on opinion, experience or present evidence). 'Will leave' and 'is going to leave' have a similar meaning here.

(a) will buy (planned future event). 'I'm going to buy' suggests an intention without a definite arrangement; 'I'm buying suggests a definite arrangement perhaps the speaker has bought the car and is simply picking it up next week.

3 (b) are going to pick; (c) are picking (offer; decision made at moment of speaking)

(a) will drive (planned future event). 'I'm going to drive' suggests a personal intention; 'I'm driving' suggests a more definite arrangement - perhaps the speaker has been told to go there by their employer.

(c) is cutting (permanent future situation). 'Will cut' and 'is going to cut' have a similar meaning here.

6 (b) am going to call; (c) amcalling (promise; decision made at time of speaking)

7 (a) will serve (planned future event). As the present continuous for the future suggests a definite arrangement, using 'I am serving lunch' in this context suggests '...and I am not changing what I plan to do', perhaps showing some irritation or annovance.

(c) are starving (no control over predicted event). 'Will starve' and 'are going to starve' have a similar meaning here. However, as 'will' is often used to talk about future facts, it may express more certainty in this context.

10.3

is joining ✓ joins X (will join ✓ is going to join <

are liking X likes X (will like / are going to like 1)

is coming ✓ comes ✓ (will come ✓ [but present continuous, present simple or 'be going to' are more natural here] is going to come ✓)

is giving X gives X (will give ✓ is

going to give X) 2

is/are sacking ✓ sack X (will sack ✓ [but present continuous or 'be going to' are more natural here] is/are going to sack /)

2 are closing x close √ (will close X are going to close X)

are building / build x (will build ✓ [but present continuous or 'be going to' are more natural here] are going to build 1)

4 are seeing X see X (will see ✓ are going to see X)

UNIT 11

1 a will be leaving ('will leave' is also possible) b will leave

2 a Will you be working ('Will you work' is also possible) b 'll work

3 a won't be using ('won't use' is also possible) b won't use

a 'll (will) give b will be giving ('will give' is also possible)

5 a won't move b will be moving ('will move' is also possible)

11.2

2 If the company is making a profit by the end of the year then we will have achieved the objective we set ourselves when we took over.

3 In two years' time Morneau will have been acting for 50 years, and shows no sign of retiring

from the theatre. ('will have acted' is also possible)

4 I am confident that I will have finished the report before the end of the week.

This book on Proust is really difficult. On Saturday I will have been reading it for a month, and I'm still only half

6 Whether I've finished the report or not, by 9 o'clock I will have been working for 12 hours without a break and I'm going home. ('will have worked' is also possible)

7 As delegates who arrived early will have been discovering, there have been some late changes to the conference programme. ('will have discovered' is also possible)

11.3

- will have closed
- will be enjoying
- will be leaving
- will be arriving
- will have been
- will have been planning
- won't be spending
- will be keeping
- will all be going

UNIT 12

12.1

- 1 is to be staged ('will be staged' is also possible)
- 2 will stop
- 3 is to merge/ is to be merged ('will merge' or 'will be merged' are also possible)
- will rise
- is to retire; is to be replaced ('will retire' and 'will be replaced' are also possible)
- will become
- are to receive ('will receive' is also possible)
- are to be created ('will be created' is also possible)
- will increase

12.2

- are to have (see section B)
- is about to start (C)
- wins (B)
- enjoy (B)
- 'm just about to go (C)
- recovers (B)
- is to keep (B)
- is to resign/ is about to resign (C)
- is to be improved (B)

UNIT 13

- 2 on the point of turning back ('was on the verge of quitting' would also be possible)
- 3 on the verge of becoming
- 4 due to announce
- set to rise
- 6 on the brink of signing

- on the point of phoning
- bound to forget
- due to undergo
- 10 on the verge of quitting
- 11 set to make
- 12 on the brink of going

- 2 propose/'m proposing to deal
- expect/'re expecting to finish
- aim/ 'm aiming to study
- resolves to give up guarantee to find
- intend/'m intending to move

- 1 will
- shan't/ won't ('won't' is more natural)
- will
- shall/ will
- won't

UNIT 14

- 1 was going to do
- 2 will be
- 3 /
- 4 would have shown
- √ ('was to be announced' is also possible)
- is about to start
- 8 was supposed; was about to ask
- √ ('am going to see' is also possible)
- is to be used
- 11 ✓ ('were meeting' is also possible)
- 12 would cause

Past or present tense forms are possible in 5, 9 and 11.

- 1 a 2 b 3 b 4 b 5 a 6 b
- 7 a 8 a 9 a 10 a

UNIT 15

- 1 can (A: before passive)
- 2 were able to (B: single past achievement)
- could/ were able to (A)
- Could you (B: with 'understand'; 'could' is more natural)
- can't (A: 'know how to')
- 6 can (A: happening as speaking)
- were able to (B: single past achievement)
- could hardly (B: with 'hardly; 'could' is more natural)
- could (B: with 'smell'; 'could' is more natural)
- 10 Can you/ Are you able to (A)
- 11 can (A: before passive)
- 12 was able to (B: single past achievement)
- couldn't (B: negative sentence; 'couldn't' is more natural)
- 14 was able to (B: single past achievement)

- 15.2
- 1 can
- couldn't 2
- 3 can
- can't
- couldn't/ weren't allowed to
- were allowed to
- b
- 1
- 2 wasn't allowed to/ couldn't
- was allowed to
- could
- could 5
- can't
- was allowed to

UNIT 16

16.1

- will come
- invited
- wouldn't eat
- would keep
- will remember or would remember
- would help
- decided

- would x used to √ (changed past state)
- would ✓ ('used to' is also possible)
- would x used to √ (changed past state)
- used to \ ('would' is not possible) (changed past state)
- used to ✓ ('would' is also
- would meet x met √ (number of times specified)

- 1 will have recorded
- 2 would have said
- would have hurt
- will have heard
- would have preferred will/ would have noticed would have bought

16.4 Example answers

- 'I think I'm putting on weight.' 'Well, if you will drive everywhere instead of walking, I'm not surprised.
- 'I've got a headache.' 'Well, if you will spend so long in front of the television, I'm not surprised.' 'I'm really hot.' 'Well, if you will wear a heavy sweater when it's 30

degrees, it's not surprising.'

UNIT 17

- 1 might (more likely than 'may')
- Are you likely to... (possible answer; Might you... would be rather formal)
- might (more likely than 'may')

- 5 Could (possible answer; Might would be rather formal)
- 6 may

- 1 may/ might have hurt
- may/ might have told
- may/ might be waiting
- 4 might be sent ('might have been sent' is also possible)
- may/ might have been running
- may/ might be closing ('may/ might close' is also possible)
- might have taken
- 8 might be dismissed ('might have been dismissed' is also possible)
- may/ might have finished ('may/ might finish' is also possible)
- 10 might have caused

17.3 Possible answers

- 1 ... at least he's in tune.
- ... it's never broken down.
- 3 ... she has a very wide vocabulary.
- 5 You may/ might not agree with him, ..
- It may/ might not sound very exciting, ...
- She may/ might not express her feelings openly, ...

UNIT 18

18.1

- 1 must have found
- 2 must be
- 3 must be starting ('must be going to start' and 'must start' are also possible)
- 4 must have had to work ('must have worked' is also possible)
- 5 must be using
- 6 must be having
- must have changed
- must have to show
- must be taking ('must have taken' is also possible)
- 10 must be

18.2

- 2 Suzanne rarely has to be asked to tidy her room.
- Have we got to hand in the homework tomorrow? ('Do we have to...' is also possible)
- 4 I didn't have to go to the hospital after all.
- Did Ben have to go alone?
- Don sometimes has to start work at 6.30. ('Don has sometimes got to start work...' is also possible)
- The college has to be extended to accommodate the growing number of students. ('has got to be extended' is also possible, but less likely in a formal context)
- We may/ might have to cancel our holiday because my mother is ill.

- 18.3
- 2 always have got to pull always have to pull
- Have you to bang Do you have to bang ('Must you bang...' is also possible but less likely)
- must have to squeeze must have had to squeeze or must have squeezed
- 6 must leave must have left
- 8 mustn't wait didn't have to
- must be disturbed must have been disturbed
- I've to get I've got to get or I have to get
- 12 may must get may have to get
- 13 Pve to go I must go or I have to go or I've got to go
- 14 must get must be getting
- 15 /
- 16 have to get must get (more likely)

The three common expressions with 'must' are 'I must say...', 'I must admit...' (both used to emphasise the following point), and 'needs must' (meaning if something is necessary I will do it, even though I may not want to).

UNIT 19

- 1 I'll give you a lift to the station so you needn't worry/ bother about booking a taxi.
- The questions are in the book so you needn't bother to copy them down.
- 3 All the windows have screens so you needn't panic/ worry about being bitten by mosquitoes.
- Your son is being looked after by friends so you needn't concern yourself with his safety.
- The new tax laws don't come into force until next year so you needn't change the details on the form.

19.2

- 2 We need only (or We only need...) look at the population projections to see the seriousness of the problem. (less formally We only need to look at...)
- With such a lead in the opinion polls the Democrats need hardly bother (or ...the Democrats hardly need bother...) campaigning before the election. (less formally ...the Democrats hardly need to bother campaigning...)
- No-one need know who paid the ransom to the kidnappers. (less formally No-one needs to know who paid...)

After such a huge lottery win, he need never work again. (less formally ... he never needs to work again.)

19.3

- 1 don't need to
- needn't/ don't need to
- needn't/ don't need to
- don't need to
- needn't/ don't need to
- don't need to

- You needn't worry...
- 2 Do we need to make... is more
- ...needn't be a problem... 3
- 4
- I need hardly tell you..., or less formally I hardly need (to) tell
- some people would prefer 'needn't' in this context (see C)

... needn't mean...

UNIT 20

- 1 should/ ought to win (should/ ought to have won is also possible)
- 2 should I put (more likely than ...ought I to put...; should I have put is also possible)
- 3 should/ ought to have arrived (should/ ought to arrive is also possible)
- should be sent (more likely than ought to be sent)
- should/ ought to visit
- should/ ought to have taken (should/ ought to take is also possible)
- should be removed (more likely than ought to be removed)
- should/ ought to wear
- should/ ought to have resigned
- 10 Should we answer (more likely than Ought we to answer ...; Should we have answered is also possible)
- 11 should go (ought to is not possible)
- 12 should/ ought to be (should/ ought to have been is also possible)

- 1 should or must; 'must' gives a stronger recommendation
- must
- must
- should or must; 'must' gives stronger advice and is perhaps more likely than 'should' in this context
- should or must; 'must' gives a stronger recommendation
- must
- (2, 3 and 6 include logical conclusions, so we use 'must' not 'should')

- 1 had better not shouldn't/ ought not to be...
- 2 should must
- 3 /
- 4 shall should/ought to 5 shouldn't 'd better not
- 'd better should/ ought to
- 8 /
- 10 had better should/ ought to

UNIT 21

21.1

- 1 (to be) 6 to be 2 to be to be
- to be 8 to be 4 (to be) (to be)
- (to be) 10 (to be)

21.2

- get
- 2 became/ has become
- become (more likely than 'get' 3 in a formal context)
- become
- get (more likely than 'become' in an informal context)

- get (more likely than 'become' in an informal context)
- 2 went dead
- 3 went red
- get to know
- get tired
- came to like
- go blind
- went bust

21.4

- 1 go wrong
- seemed to be awake 2
- 3
- 4 seemed to be taking
- 5 hadn't got dressed
- ✓ ('be ill' would also be possible)
- went missing
- to get worried
- becoming obvious
- 10 /

UNIT 22

- 2 She was offered a second-hand bicycle./ A second-hand bicycle was offered (to) her.
- 3 Improvements have been proposed to the developers.
- Some interesting changes were suggested to me.
- He was awarded a prize./ A prize was awarded to him.
- The President's arrival will be announced to the waiting journalists.

- The password had been mentioned to the thieves.
- I have been lent some skis./ Some skis have been lent to me.
- He is being sent threatening letters./ Threatening letters are being sent to him.
- The changes are going to be explained to the students.

- 2 I was introduced to Mrs Jennings by Tony at his birthday party. (or ... Mrs Jennings at Tony's birthday party.)
- Has Chris been seen (by anyone) this morning?
- Rabbits may have been brought to Britain by the Romans as a source of food.
- The story of Father Christmas is told to young children to explain the presents they receive.
- Martin Johnson has been appointed (or was appointed) team captain for the whole of the World Cup.
- I am certain that Sarah's suitability as company director will be demonstrated to those who still have any doubt.
- Alan Watson was declared (or has been declared) winner of the election after a recount.

- 2 The product was phased out (by the company) over a period of three years.
- No passive
- Many people have been deprived of the right to vote (by the decision).
- No passive
- No passive
- The last two items were held over (by the chairman) until the next committee meeting.
- Walkers were prevented from crossing the field after it was fenced off (by the farmer).

UNIT 23

- 2 denied being involved
- was left holding
- remembered being bitten
- avoided being taken
- was observed hiding
- was sent tumbling
- faced being expelled
- was found wandering
- 10 resented being given

- 2 were asked to show
- are required/ will be required to
- No passive
- be heard arguing
- was caught taking
- No passive
- No passive
- reported being attacked
- 10 is/ was expected to attract

- 23.3
- Malcolm began to be irritated by Kay's questions. (corresponding meaning)
- Kevin hopes to be selected by the team captain. (different meaning)
- Kathy arranged to be taken to the station by Alan. (different meaning)
- Galdos has come be recognised as one of Spain's greatest novelists by critics. (corresponding meaning)
- Holidaymakers continue to be attracted to the south coast. (corresponding meaning)
- The finance minister has agreed to be interviewed by Harris. (different meaning)

UNIT 24

- 24.1The recent flooding is beingclimate change./ Climate change is being blamed for the recent flooding.
- Keith Jones has been described as the world's greatest guitarist.
- The painting had been stolen from the gallery.
- The litter will have been cleared from the pitch before the match starts./ The pitch will have been cleared of litter before the match starts.
- 6 The game was being watched outside the stadium on a huge screen.
- The walls will be sprayed with green paint./ Green paint will be sprayed on the walls.
- Mary should have been offered a drink when she arrived./ A drink should have been offered to Mary when she arrived.
- You will be provided with food for the journey./ Food will be provided (for you) for the
- journey.

 10 The fields have been planted with cotton./ Cotton has been planted in the fields.

- 2 The appointment of a new managing director will be made next week.
- Accusations of corruption in/against the local council have been made.
- The demolition of the building was completed in only two days. The presentation of the trophy
- will be made after the speeches. Resistance from local residents to the proposed new industrial area will certainly be shown.

- is being ruled (or more naturally 'is now being ruled')
- are disappearing/ have disappeared

- 4 fear
- 5 is estimated/ has been estimated
- 6 will be turned into
- 7 is using/ has used 8 to be abandoned
- 9 be affected
- 10 expect
- 11 are being destroyed/ are destroyed

25.1

- 1 intended
- 2 proposed/shown
- 3 hoped/ explained
- 4 decided
- 5 explained
- 6 established/ revealed
- 7 agreed
- 8 planned
- 9 assumed/thought
- 10 discovered

25.2

- 2 X
- 3 It has been discovered that there is water on Mars.
- 4 It is believed that terrorists are operating in Berlin.
- 5 It is expected that the space shuttle will return (to Earth) today.
- 6 It has been revealed that expresident Julius is/was a spy.
- 7 X
- 8 It is said that the King is making a good recovery.
- 9 It has been established that a restaurant is/was the source of a food poisoning outbreak in Dublin.
- 10 X

25.3

- 2 It is not thought that the fault is serious. (or It is thought that the fault is not serious.)/ The fault is not thought to be serious.
- 3 It is expected that it will take several weeks to correct the fault.(or It is expected that the fault will take several weeks to correct.)/ The fault is expected to take several weeks to correct.
- 4 It has been decided to postpone the next rocket launch.
- 5 It is suggested that the next launch should take place in May.

UNIT 26

26.1

- 1 whom
- 2 Which
- 3 Which
- 4 Which
- 5 Whom/ Who ('Whom' is very formal)
- 6 Who
- 7 Which/ Who
- 8 Who

26.2

- 1 are
- 2 teaches (whether or not the expected answer is one person or two)
- 3 is
- 4 takes
- 5 are/ is
- 6 has

26.3

- 1 What + g
- 2 What + d
- 3 What/ How + b
- 4 How + h
- 5 What + j
- 6 How + a or g
- 7 How + e or i
- 8 What + f
- 9 What/ How + c
- 10 What + e or i

26.4

- 1 Whose...
- 2 /
- 3 whose...
- 4 Who lives is more likely
- 5 Who's
- 6 ✓ (or less formally Whose travels in Nepal did Nigel Smith write a book about?)
- 7 Which is more likely
- 8 Which is more likely
- 9 / (What have is also possible)
- 10 To whose address?

UNIT 27

- 27.1 Possible answers are given
- 2 Didn't you get my letter saying I'd be on holiday?
- 3 Couldn't you get a babysitter?
- 4 But weren't you supposed to do
- that last night?

 5 Can't you leave it outside?
- 6 Wouldn't you rather go by train?

27.2

- 2 Haven't you any interest in Maths at all? (or Don't you have any interest in Maths at all?) Have you no interest in Maths at all? (or Do you have no interest in Maths at all?)
- 3 Couldn't you find anywhere else to sleep? Could you find nowhere else to sleep?
- 4 Can't you remember anything about the accident?
 Can you remember nothing about the accident?
- 5 Why don't I ever do well in exams? Why do I never do well in exams?
- 6 Isn't there anybody you can ask for help? Is there nobody you can ask for help?

27.3

- 2 He's leaving when?/ He's doing what?/ He's what?
- 3 He'll be away for how long?/ He'll what?

- 4 It'll cost how much?/ It'll what?
- He's sold (his) what?/ He's done what?/ He's what?
- 6 He's going climbing where?/ He's doing what?/ He's what?

27.4

- 2 Who did you say is/ was a vegetarian?
- What do you suggest (that) I get for her birthday?How long do you expect (that)
- you'll be in Istanbul?

 What does he think is the
- problem? (or What does he think the problem is?)
- 6 Who do you suppose lives there now?
- 7 When did she say (that) she'd be arriving? (or ...she'll be arriving?)

UNIT 28

28.1

- 2 answered (the phone)
- 3 eat (dinner)
- 4 thanked Val
- 5 washed (herself)
- 6 brushed her hair
- 7 changed (her clothes)
- 8 put on some makeup
- 9 drove (her car)
- 10 reached their house
- 11 waved (her hand)
- 12 parked (her car)
- 13 cooking (dinner)14 to pick some flowers
- 14 to pick some nowe
- 15 studying (French)
- 16 mention her
- 17 introduce you
- 18 enjoyed the evening
- 19 drink (alcohol)
- 20 afford it
- 21 wash up (the dishes)
- 22 invite Val and Tom

- ...culminated in the discovery of penicillin.
- ...differentiate between fantasy and reality.
- 4 ...adhere to the 1998 agreement.
- 5 ...specialises in seafood.6 ...inflicted a surprise defeat on...
 - ...to equate the rise in crime with ...('to attribute the rise in crime to' is also possible)
- 8 ...attributed his success to...
- 9 ...mistook the black car for...
- 10 ...based her new novel on...
- 28.3 Example adjectives are given
 2 She declared herself to be satisfied with the result./ She declared that she was/ is
- satisfied with the result.

 They considered the food to be inedible./ They considered that the food was/ is inedible.
- 4 I have always found him to be reliable./ I have always found that he was/ is reliable.

We believed her to be happy at school./ We believed that she was/ is happy at school.

UNIT 29

29.1 In some cases other tenses are possible

- 2 I have to choose his clothes for him.
- Can you take this present for/ to her?
- 4 ...pass it to me... (some people would also use '...pass it me...')
- ...we sold all the carpets to him as well. ('...we offered all the carpets to him...' is also possible)
- 6 He teaches sports to disabled children.
- Can you read these instructions to/ for me, please?
- Jane posted the letter for me... ('Jane took the letter for me...' is also possible)
- I offered my old bike to him... 10 Can you save some dinner for me, please?
- 11 ...so we're building a flat for them at the top of the house.

29.2

- He kindly collected some library books for me.
- He admitted his error to his colleagues.
- Can I ask you a favour?
- A special ticket allows (people) entry to all the museums in the
- 6 1

29.3

- 2 his sister to me/ me her photograph/ her photograph to
- him the flute/ the flute to him/ an Irish jig for (or to) us/ us an Irish jig
- the problem to our teacher/ us another half hour
- him a paper aeroplane/ a paper aeroplane for him/ his broken car for him/ him three bedtime stories/ three bedtime stories to (or for) him
- you a fortune/ me the money/ the money to me
- John a drink/ a drink for John the glass to him/ him the glass

UNIT 30

30.1

- 2 We don't approve of the developer's locating the factory so close to houses.
- 3 X (not a verb of [dis]liking or thinking)
- It is difficult to imagine his accepting the decision without any objection.

- 6 No-one in the crowd that day will forget Ashe's fighting so hard to win the match.
- I remember their arguing a great deal when they were children.
- X (not a verb of [dis]liking or thinking)

- 2 close by thanking ('start out by thanking' would also be possible said at the beginning of a speech)
- adjust to driving
- stopped/ has stopped/ will stop him from playing ('from' could be omitted)
- started out by sailing
- rely on winning 6
- heard of the factory closing
- owned up to smoking

30.3

- burst (a single, short event)
- watching (the contexts suggests that Karl was being watched before he saw the watcher; in other words, he didn't see the whole of the event)
- sting ('stinging' is also possible, but this would suggest that the bee stung several times)
- feeding (this refers to a repeated event)

- 2 + f The new course is intended to help people (to) understand modern art.
- 3 + g I forgot to buy any bread so we had to make do with coffee for breakfast.
- 4 + c Scientists hope the new drug will help (them) (to) prevent hay
- 5 + a The puppy isn't well trained yet, so if you let go of his lead, he'll run away.
- 6 + h We didn't agree with the decision, but we didn't dare (to) protest against it.
- + e When John arrives, have him wait outside my office.
- 8 + d The dial on the left lets you control the speed of the fan.

UNIT 31

- a told b threatened
- 2 a offered b allowed
- a managed b persuaded a encouraged b agreed
- a reminded b pretended
- 6 a hoped b advised

31.2

- for to finish
- 3 for - to be released
- 4 to - to bring
- 5 at - to lose
- to to provide 6
- at to get off
- for to be done
- on to stay

31.3

- 1 agreed not to tell
- are thought to have escaped
- don't recall seeing/ don't recall having seen (similar meanings)
- denied having received/ denied receiving (similar meanings)
- asked not to be named
- are/were believed to have arrived
- seems to have disappeared
- didn't feel like walking

UNIT 32

- 32.1 The most likely reporting verbs are given in the answers, but others are possible.
- 'Why don't we stop for a
- coffee?' she suggested.
 'All right, Sean, it was me,' he confessed.
- 'My novel is more exciting than an Agatha Christie thriller,' she boasted.
- 'I always carry two umbrellas with me because I'm always losing them,' explained Mary./ ...Mary explained.
- 'Oh, no, it's raining again,' grumbled Dick./ ...Dick grumbled.
- 'Good morning, Miss,' chorused the children./ ...the children chorused.
- 'Have I done the right thing?' I wondered.

32.2

- threatened not to repay
 didn't feel could (more likely than He felt that he couldn't ask his parents to help him again.)
- insisted wasn't (or hadn't been)
- announced wasn't going didn't expect to be (more likely than He expected his mother not to be so angry.)
- didn't think would (more likely than She thought John wouldn't mind waiting a bit longer.)
- promised wouldn't

- 2 She wanted to know if/ whether I remember (remembered) David.
- 3 She wondered who was/ is the girl in the photo/ ...who the girl in the photo was/ is.
- She asked me if/whether we could stop at the next village.
- She didn't know how to spell 'chaos'.
- She asked me how many brothers and sisters I've got. (or .. I had.)
- 7 She wondered where I (had) put the eggs.
- She asked if/ whether I wanted a hot or a cold drink.
- She asked me why I didn't go with Jack./ ...why I hadn't gone with Jack.

- 10 She couldn't remember which was (is) hers. / ...which hers was/ is.
- 11 She wanted to know if/whether I was ready to leave.
- 12 She asked what my grandmother's maiden name was./ ...what was my grandmother's maiden name.

- 33.1
- 1 advised
- 2 assured/ promised
- 3 warned
- 4 inform/ teach
- 5 have shown
- 6 has reassured/ has advised
- 7 promised
- 33.2
- 2 X
- 3 The judge thought his explanation to be unconvincing.
- 4 I expected her plans to fail.
- 5 X
- 6 Peter acknowledged his chances of winning the race to be slim.
- 7 We found the football supporters to be very well behaved.
- 8 X
- 33.3 Likely answers are given
- 1 complained to
- 2 complained to; mentioned to; announced to
- 3 joked with; announced to; mentioned to
- 4 announced to
- 5 requires of
- 6 disagreed with
- 7 mention to
- 33.4 Possible necessary objects are given in bold
- 1 has warned that they
- 2 explained to employees that
- 3 confessed to her audience that
- 4 denied that management
- 5 replied that an announcement
- 6 reassured employees/them that
 - went on to complain that government help
- 8 demanded of ministers that ('demand that ministers provide' would also be possible and less formal)
- 9 asked of staff that ('asked staff to continue' would also be possible and less formal)
- 10 reassured workers/them that Note that alternatives without 'that' (1 has warned they, 2 explained to employees, etc.) are grammatical, but less likely in a formal written context.

UNIT 34

- 34.1 Added objects are in bold
- 2 + j He took my hands and showed me how to hold the golf club properly.

- 3 + g I explained carefully so that the students understood what they had to do in the test.
- 4 + i Anna was new in the office and I had to keep reminding her who everyone was.
- 5 + b I saw Sarah leave the building, but I didn't notice where she went after that.
- 6 + e When I saw Steve alone at the party I wondered why Helen wasn't with him.
- 7 + h As we walked over the hills the guide warned us where the path was dangerous.
- 8 + a After I'd dismantled the motor I couldn't remember how to fit the parts back together.
- 9 + f To win a prize you had to guess how many sweets were in the jar.
- 10 + c As the guests came in Peter told them where to put their coats.
- 34.2
- 1 debating
- 4 choose
- 2 discuss
- 5 decide
- 3 considering
- 34.3

The villagers warned me what the conditions were like at higher altitudes, and advised me to take enough food for a week. There was some discussion through the day as to whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me (the way/ how: one of these must be deleted) to get to the track up the mountain. When the snow started falling it was very light, and I couldn't decide if whether to carry on or go back down. Soon, however, I couldn't see where to go... I wondered if whether to retrace my steps and try to find the track again, but by the time I decided whether that I should go back, the track had disappeared... As the snow got heavier I began to realise whether that my life was in danger. Fortunately, my years in the Andes had taught me what to do in extreme conditions. I knew that there was a shepherd's hut somewhere on this side of the mountain that I could shelter in, but I didn't know that whether it was nearby or miles away...

UNIT 35

- 35.1
- 2 She alleged that Thomas had stolen/ stole jewellery from her house.
- 3 She estimated that the vase was ('is' is also possible) around 250 years old.
- 4 She repeated that she had already seen the film.

- 5 She conceded that she treated/ had treated Jane unkindly.
- 6 She recalled that Michael's great grandfather was/ had been from Spain.
- 35.2
- 1 have solved
- 2 states
- 3 is/ was
- 4 wishes/ wished ('wished' might suggest that he no longer wishes to be prime minister)
- 5 has
- 6 understand
- 7 looks
- 8 is/was
- 35.3
- 1 When I mentioned to Nokes that he had been seen \(\langle \) (or was seen) in a local shop last Monday, he protested that he iswas at home all day. He swears that he didn't own doesn't own a blue Ford Escort. He claimed that he had been I (or went) to the paint factory two weeks ago to look for work. Nokes alleges that he is \(\sigma \) a good friend of Jim Barnes. He insisted that he didn't telephone / (or hadn't telephoned) Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found / (or was found) in his house, he replied that he is storing had been storing (or was storing) it for a friend.
- 2 At the beginning of the interview I reminded Barnes that he is \(\langle \) (or was) entitled to have a lawyer present. He denied that he knew / (or knows) anyone by the name of Bill Nokes. Barnes confirmed that he is had been (or was) in the area of the paint factory last Monday, but said that he is visiting was visiting (or had been visiting) his mother. He admitted that he is walking was walking (or had been walking) along New Street at around 10.00. He maintains that he was is a very honest person and would never be involved in anything illegal.

UNIT 36

- 36.1 The most likely answers are given. Possible objects are given in bold.
- He agreed to collect David from school.
- 3 He ordered us to be quiet.
- 4 He urged me to stay for a few more days.
- He vowed to fight the ban on smoking in public places.
- 6 He expected/ hoped to see Olivia at the party.

- 7 He asked me to lend him ten pounds, (or He asked to borrow ten pounds.)
- He called on the government to do more to help the homeless.
- He hoped/ expected to avoid the heavy traffic (by leaving early).

- agreed
- 2 insisted/ said
- 3 wanted
- 4 said
- 5 expected
- 6 has guaranteed/ has promised
- offered
- suggested
- requested
- 10 longed/ promised

36.3 Example answers

- ...reducing bus and train fares.
- 3 ...seeing it.
- ...buying a guide book.
- ...going to the doctor.
- ...building it to the east of the
- ...doing more exercise.
- ...going for a long walk. 8

The verb 'propose' can be followed by a to-infinitive without an object (see A). For example:

- 2 To encourage people to use public transport the council proposed to reduce bus and train fares.
- 6 London urgently needs a new airport, and the government proposes to build it to the east of the city.

UNIT 37

- 2 She said that I could/ can travel with them.
- She said that she wouldn't answer his questions.
- She said that Karl would/ should/ ought to be back soon.
- She said that she may/ might/ could have to move to Milan.
- She said that she couldn't/ wouldn't accept that John is/ was dishonest.
- She said that Maria would/ will be disappointed if we leave/ left without seeing her.

37.2

- 1 will
- 5 couldn't 6 can/ could 2 may/ might
- will/ would
- can
- would

- He reminded me that I mustn't forget my credit card.
- He worried that he would miss the bus (if he didn't hurry).
- He wondered who he should send the letter to. ('ought to send' is also possible)

- He thought that it must be cold outside (because there is/ was frost on the window).
- 6 He said that I had to/ have to come home at once. ('should' is also possible; 'must' is possible, but less likely in speech)

He asked whether/ if he should open a window. ('ought to open' is also possible)

He admitted that he must have made a mistake in the calculations.

37.4

- She promised that she wouldn't be late...
- He suggested that we could go to Paris for the weekend ...
- She guaranteed that she could get us there in good time... He insisted that he would pay
- for the meal...

Sentences 2 and 4 have alternatives with a to-infinitive clause:

- She promised not to be late...
- She guaranteed to get us there in good time...

UNIT 38

- 2 He failed to address the question/ issue of who would/ should pay for the repairs to the building.
- I was delighted to get an invitation to spend Christmas with them in Scotland.
- I think it was Aristotle who made the observation that there's no such thing as bad publicity.
- Amazingly the police accepted Rudi's explanation that he had taken the wallet by mistake.
- On the TV programme they debated the issue/ question of whether assisted suicide should be a criminal offence.
- The letter from the company gave a final warning that I should pay the bill by the end of the week./ ... to pay the bill by the end of the week.
- The government has broken its promise to reduce the rate of income tax./ ...that it would reduce the rate of income tax.
- The positive reaction to my work gave me considerable encouragement to take up photography as a career.
- Waiting passengers were angry when they heard the announcement that the flight was cancelled. (or ... had been cancelled).

38.2

- 2 speculation as to how
- 3 argument as to who (or more formally 'whom')
- suggestions ... as to how
- explanation/indication as to why
- indication as to where

38.3

- unsure whether or not certain whether are also possible
- dismissive of
- adamant that
- 4 unsure how/ not certain how
- angry that (or apologetic that)
- apologetic about
- not certain when/ unsure when
- abusive to/ towards
- complimentary about
- 10 agreed that/ adamant that

UNIT 39

- 39.1 The most likely answers are
- 2 Mr Leeson urged that Philip Whittaker should be promoted to export manager.
- Mrs Appleby recommended that a sales representative should be sent to South Africa.
- Mrs Appleby reported that the Delaware Bridge project should be completed by August next
- The Chairman insisted that work schedules should be kept to.
- The Chairman instructed that all monthly reports should be sent to him directly.
- Ms Wells suggested that trade union representatives should be involved in major decisions.
- Ms Wells declared that the company's head office should remain in London.
- Mr Clarke agreed that the company should sponsor the European chess league for the next three years.
- Mr Clarke announced that in future all claims for travel expenses should be made in US dollars.

39.2

- 2 Yes 6 Yes 10 No
- 3 Yes Yes
- 4 8 No No
- 5 9 No Yes

39.3 Possible adjectives are given in these answers

- 2 I am shocked that Paul should behave so badly.
- I am astounded that anyone should vote for him.
- It is urgent that he should return home immediately.
- I am amused that he should take his appearance so seriously.
- I am upset that they should think I had cheated them.
- It is appalling that they should be allowed to go free.
- It is imperative that we should act now to avoid war.

40.1

1	is	6	seems
2	suggests	7	are
3	is	8	is
1	annoor	0	are for

9 are (or more appear 5 has colloquially 'is')

40.2

2 university refuse/ refuses

3 audience ... is (A singular verb form is more likely here as the focus is on the audience as a whole rather than individual members.)

orchestra perform/ performs jury includes (A singular verb form is used here as 'include' focuses on the group as a whole

rather than individual members.)

class have (A plural verb form is used as this is something the individuals did, emphasised by the use of 'all'.)

press presents/ present

The United Nations has/ have

40.3

1 come comes top

2 /

3 detail details the crimes

are is one of

5 /

6

7 have has to clear

are is used

√ ('...need to be kept...' is also possible)

10 are is a party game

UNIT 41

41.1

b any of his early paintings remains/ remain

any of the food tastes

any of Dr Jones's acquaintances knows ('know' is also possible, but a singular verb is perhaps more likely in the formal context that this example suggests)

2

the number of vegetarians is expected

a number of other museums ... charge

A number of medicines relieve the number of victims ... exceeds d

Each of the pieces lasts/ last

each of these factors influences ('influence' is also possible, but a singular verb is perhaps more likely in the formal context that this example suggests)

Each player tries

d Each of the cars are/is tested

41.2

are - wants

think - has (more likely than 'have' in this formal context)

3 has or have - has

claim - constitutes (more likely than 'constitute' as 'the wreck' of the ship and its cargo' constitute together, as a single item, a danger)

is or are - have - are or 's

UNIT 42

42.1

1	√ ('have' is	12	seems
	also possible)	13	✓ ('has' is
2	were		also possible
3	/	14	1
4	is	15	has
5	was	16	1
6	have	17	✓ ('were' is
7	✓ ('were' is		also possible
	also possible)	18	is
9	ie	19	ie

20 say 10 go 21 /

22 want 11 are

42.2

have - have

is ('are' is also possible, but less likely) - expect/ expects

is - blames/ blame

was ('were' is also possible, but less likely) - has/ have

admit/ admits - were

were - have

shows - is - believe

have - says/ say - are

UNIT 43

1 a / b a computer programmer c a film star

a / b girls' school c the car

door d a cut on the/ her head a / b / c a bottle of milk d a packet of biscuits e some toothpaste f

a / b songs about pollution ('pollution songs' is not a wellknown class of songs)

a tool shed b spiders' webs

a armchair b / c the 500piece jigsaw puzzle d glasses case

43.2

cover up

broken out

stopping over

get together

set out

stopover (related to 3)

get-together (4)

cover-up (1) outbreak (2)

10 outset (5)

43.3

2 middle-of-the-road 3 roundthe-clock 4 step-by-step 5 oncein-a-lifetime 6 down-to-earth 7 man-in-the-street (alternatives are: man/ woman in the street, or man or woman in the street (usually without hyphens)) 8 larger-thanlife

UNIT 44

4	4.1		
1		8	
-	an		a
	a	9	an
3	an	10	a
4	a	11	a
5	a ('MiG'	12	an
	is said /mrg/)	13	an

6 an 7 an

44.2 1 one a

2 1

3 4-one 4 one an

5 1 6 one a

one a ('one' would imply 'one and no more'; 'a' is more likely if this is a more general

14 a

invitation to 'have some cake') √ ('one' implies 'one and only

✓ (both 'one' and 'a' are possible)

10 one a

11 one a ('one' would emphasise the number and seems less likely than 'a' in this context)

12 / (both 'one' and 'a' are possible)

13 a-one

14 one a

15 2-one

16 / (both 'one' and 'a' are possible)

112

4.	1.0		
1	one/ a	7	one/ a
2	one	8	an
3	one	9	one
4	one/ an	10	one
5	a	11	one/ a
6	one	12	A

UNIT 45

1 a the world b a world

2 a a bright future b the future

a the past; b a past a a deserted beach b the beach ('a beach' is also possible here, meaning a particular but unspecified beach)

45.2

1 a customer

the individual/ an individual (similar meaning)

the car

The television

5 the smoker

2 pleasure

importance

a sound

5 grammar iron

a shampoo (= 'a type of shampoo'; 'shampoo' is also possible)

- 8 Sound ('Sounds travel' would also be possible)
- 9 shampoo
- 10 a real pleasure
- 11 a grammar
- 12 an importance ('importance' is also possible)
- 13 an iron
- 14 conversation

- 46.1
- 1 the
- 2 3 -
- 4 a
- 5 a/ the/ ('a' suggests that there are a number of marketing advisers; 'the' or '-' indicate that there is only one)
- 6 -
- 7 -1-
- 8 -/ the
- 9 the/ -
- 10 a
- 11 -
- 12 an
- 13 the/-
- 14 a
- 15 the
- 16 a/-
- 17 -/ A
- 46.2
- 1 the 5 (the)
- 2 (the) 6 (the)
- 3 (the) 7 the 4 the 8 the
- 46.3
- 1 this/a
- 2 3 ('this' would be unlikely here as the paint is not the topic of what comes next)
- 4 the/ -
- 5 a/-
- 6 a
- 8 a/ this ('this' introduces the woman as the focus of the next part of the story)
- 9 the/ -
- 10 the/-

UNIT 47

47.1

- 1 a Children (a general reference; specific children are not referred to) b the children (a specific reference, probably to my/our children)
- 2 a the agriculture (a reference to the agriculture in a specific area) b agriculture (a general reference)
- 3 a islands (reference to islands generally) b The islands (reference to a specific group of islands)

- 4 a the holidays (specific reference; the holidays that are coming soon) b Holidays (a general reference to holidays in this part of the world)
- 5 a rain (a general reference) b the rain (reference to a specific, understood period of rain)
- 6 a the money (reference to a specific, understood sum of money) b money (an observation on the effect of money generally)
- 7 a parents (= a general reference) b The parents (a specific reference to particular parents)
- 8 a the fire (reference to a specific fire) b fire (a general reference)

47.2

- a a day b a/ the day ('a day' suggests one of a number of days; 'the day' suggests either that it was the only day that I babysat for them or that it was a particular day that the listener knows about)
- 2 a on Sunday b on a Sunday
- 3 a a/ the Christmas ('a Christmas' suggests that we have often spent Christmas in Sweden; 'the Christmas' suggests that we have only done it once) b after Christmas
- 4 a by post b in the post
- 5 a all afternoon (more likely than 'all the afternoon') b spent the afternoon
- 6 a the/ winter ('the winter' might imply 'the coming winter' however, both 'winter' and 'the winter' might be a generalisation meaning 'any winter') b the winter
- 7 a by car b take the car (= my/our car; 'a car' would suggest one of a number of cars available)

47.3

- 1 side by side
- 2 day by day
- 3 back to back
- 4 end to end
- 5 person to person

UNIT 48

48.1

- 1 (some) 5 (some) 2 some 6 -3 - 7 -4 (some) 8 (some)
- 48.2 Suggested answers are given 2 Some 30% of all city buses have
- been found to be unsafe.
- 3 An unexploded bomb has been found some 5 miles from the centre of Newham.
- 4 Some 25% of electricity will come from wind energy by 2020.
- 5 Some 200 jobs are to be lost at the Encon steel works.

- 48.3 Suggested answers are given
- He's probably out with some girlfriend or other.
- 3 Maybe I lent it to some student in my geography class.
- 4 I think it's in some travel agent in the High Street.
- 5 Perhaps he's got to finish some report or other.

48.4

- 1 any
- 2 any/ some ('any' suggests that I could eat none of the food; 'some' implies that I was able to eat some but not all of it)
- 3 anything
- 4 someone ('positive' meaning)
- 5 anything/ something ('anything' suggests that he said that he did nothing at all wrong; 'something' suggests that he has been accused of a particular wrong-doing but denied this)
- 6 anyone
- 7 any
- 8 any
- 9 Some (= not all)
- 10 any
- 11 anyone/ someone ('anyone' suggests that I don't want to lend it to any person; 'someone' suggests that I may have a particular person in mind (perhaps they have asked me to lend it to them))
- 12 anything

UNIT 49

49.1

- 2 ...no-one heard...
- Not a drop...
- 4 ...no point...
- 5 ...nowhere else...
- 6 ...none of the hotels...
- 7 ...never going to get...
- 8 ...nothing wrong...

49.2

- 1 There aren't any in the cupboard.
- 4 ...there wasn't any point in protesting.
- 5 ...he didn't have anywhere else
- 7 Isn't he ever going to get a job? (or Is he ever going to get a job?)
- 8 ...they couldn't find anything wrong with her.

- 1 There was no television...
- 2 /
- 3 ...had no seatbelts.
- 4 ...there was no signature on it.
- 5 ...no trees.
- 6 ...were no sweets in it.
- 8 ...there were no newspapers left.

49.4 Possible answers

2 Mr Carlson didn't want to sell the painting, and no amount of money/ persuading could make him change his mind.

I sent job applications to over a hundred companies, but not one of them invited me for an

- 4 Smallpox used to be common all over the world but since 1978 not one case of the disease has been recorded.
- The floor had dirty black marks all over it, and no amount of polishing could get it clean.

49.5

- No problem./ No bother.
- No wonder.
- No chance. / No way.
- No idea.
- 5 No comment.

UNIT 50

50.1 Suggested corrections/ improvements are given

- Sheila's had many a lot of (more usual than 'many' in conversation) problems with her back for a lot of many years. She's having an operation next week and she won't be back at work for a good deal of a good many weeks afterwards.
- 'There's bound to be much a lot of/ lots of traffic on the way to the station. Perhaps we should leave now.' 'Don't worry, there's plenty of time left, and at this time of day many a lot of/ lots of people will already be at work.
- 3 Many A lot of/ Lots of (more usual than 'many' in conversation) people think that hedgehogs are very rare nowadays, but when I was in Wales I saw many a lot/ lots (more usual than 'many' in conversation).
- A lot Many have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much-far too many people questioned in the survey were under 18.
- 5 A lot of Much research has been conducted on the influence of diet on health, with a lot of many studies focusing on the relationship between fat intake and heart disease. However, a lot much remains to be done. ('much' and 'many' are preferred in a written academic context).
- While it is true that a lot of many thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of many

advantages have also followed. Much Far too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of a great many hitech companies have moved in to take advantage of the newly available workforce.

50.2

- 2 many a sunny afternoon
- Many a ship
- 4 its/the many golf courses

5 my many letters

- 6 his many expeditions ('many an expedition' is also possible)
- Many a teacher
- the many coffee shops

- plenty of ('a lot of' is also possible)
- A lot of (not 'plenty of')
- a lot of (not 'plenty of')
- a lot of (not 'plenty of')
- plenty of ('a lot of' is also possible)

UNIT 51

51.1

- 1 ...were all
- 2 ...can all
- 3 ...had all
- ...are all
- All the children or The children all (both are possible)
- 6 all been...

- The whole process
- Whole areas of the country 2
- The whole trip
- all of the towns
- all of the pages/ whole pages ('all of the pages' means that every page had been ripped out; 'whole pages' means that some, but not all, pages had been ripped out entirely)
- all the building/ the whole building ('all the building' suggests that we see the building as being made up of parts (a number of rooms, for example); 'the whole building' would be more likely in a formal context)
- 7 The whole room

51.3

- 1 every
- each/ every
- each
 - each
- 3 every 9 Every/ Each 4 each/every 10 each/every
- 5 each
- 11 every 6 every 12 each

(In 4, 7, 9, 10, 'each' emphasises that we are thinking of the places/ children/ households/ pages separately; 'every' suggests something like 'all of'.)

51.4

- 1 Every so often
- 3 every few weeks
- 4 / ('all Friday' is possible in an informal context; 'the whole of Friday' would also be possible here)
- 5 each of them
- not all the food usually gets eaten
- Not all of my brothers always
- Neil and his family were all on
- 9 We all had a great time
- 10 ✓ ('all evening' would also be possible)

UNIT 52

- 1 few ('a few' would mean that a small number of people would disagree. It would be more likely after 'but...' than 'and...')
- Little
- 3 few
- the few/ a few
- 5 The little/ What little
- 6 A little
- The few/ What few
- 8 Few
- little
- 10 a little
- 11 a few
- 12 a few
- 13 the little/ what little
- 14 the few/ a few

- 52.2 Most likely changes are given 1 '...a bit of TV...' (is perhaps more likely in this informal context)
- ...there are only a few left. or ...there aren't many left.
- there isn't much more... or ...there's not much more ...
- ...not many... or ...only a few...
- ...has had few female politicians...
- ...exchanged few words... ...a little more confident...
- There seems to be little prospect...

52.3 Possible answers

- 1 Fewer students had a part-time job in 1980 than now. ('Less students...' would also be acceptable for some people) Less (or Fewer) than 10% of female students had a part-time job in 1980.
- Male students spend less money than female students on books. Students spend less on books now than they did in 1980.
- 3 Less (or Fewer) than 10% of female students walk to university now. Fewer students walk to university now than they did in 1980. ('Less students...' would also be acceptable for some people)

4 Male students spend less time on the phone now than female students.

Surprising results might be: Female students now spend no less than 20% of their income on books. Female students spend no less than 6 hours a week on the phone.

UNIT 53

53.1

The relative pronoun can be omitted in 1, 3, 4, 7 and 10.

53.2

- 1 ('that' or '-' are more likely in an informal context)
- 2 Julia's father, who is over 80, has just come back from a skiing holiday.
- 3 The problems faced by the company, which I'll look at in detail in a moment, are being resolved. (some people would use 'that' as an alternative)
- 4 She was greatly influenced by her father, who/ whom she adored. ('whom' is formal)
- 5 He pointed to the stairs which/ that led down to the cellar.
- 6 These drugs, which are used to treat stomach ulcers, have been withdrawn from sale. (some people would use 'that' as an alternative)
- 7 The singer, who was recovering from flu, had to cancel her concert.
- 8 The minister talked about the plans for tax reform that/ which/ – he will reveal next month. ('which' is more likely in a formal context)
- 9 I have two older sisters whom/ who/ that/ – I love very much. ('whom' is very formal)

53.3

- 1 'which' is possible, but less likely than 'that' or '-'
- 2 'whom' seems rather formal here and less likely than 'who', 'that', or '-'
- 3 ✓ 'that I can' is also possible
- 4 ...much that can...
- 5 whom who
- 6 which 'that' or '-'
- 7 The boy who took the photograph was paid £100.
- 8 'which' is possible, but less likely than 'that'
- 9 'which' is possible, but less likely than 'that' or '-' in this informal context
- 10 'which' is possible, but less likely than 'that'

UNIT 54

54.1

2 + a The newspaper is owned by the Mears group, whose chairperson is Sir James Bex.

- 3 + g Parents whose children are between four and six are being asked to take part in the survey.
- 4 + b Children whose diets contain high levels of protein do better in examinations.
- 5 + f My aunt, whose first job was filling shelves in a supermarket, is now manager of a department store.
- 6 + c I enjoy growing plants in my garden whose flowers are attractive to bees.
- 7 + e The new regulations are part of a broader strategy whose objectives are to increase fish stocks.

54.2 Example answers

- A widow is a woman whose husband has died and who has not re-married.
- 3 An actuary is a person whose job is to decide how much insurance companies should charge their customers.
- 4 A furnace is a container in which things are melted or burnt.
- 5 A gazebo is a small garden building in which people can sit to enjoy the view.
- 6 Polo is a sport in which horse riders hit a ball using hammers with long handles.

54.3

- 1 moments when ('moments where' is also possible, but less usual)
- 2 an agreement whereby
- 3 the area where
- 4 the reason why ("...the reason we get on..." and "...the reason that we get on..." are also possible)
- 5 a method whereby
- 6 a condition where

54.4

- 1 -whatever whoever
- 2 that what
- 3 /
- 4 which whatever (or 'what')
- 5 -whichever whatever
- 6 ✓ (or 'no relative pronoun' or 'which')
- 7 -what that
- 8 which whichever/ whatever
- 9 / (or 'whoever')

UNIT 55

55.1

- 2 He was the uncle of Ann Boleyn, after whose execution in 1542 he lost power.
- 3 It is her unmarried name by which she is better known.
- 4 Mr Marks, across whose farm the stream flows, is unhappy about the plans for the new dam.
- 5 The election result, about which there can be no doubt, is a great disappointment.

- 6 The building from which Mr Marcus emerged was little more than a ruin.
- 7 It is a medieval palace, in whose tower the king hid during the civil war.
- 8 I am grateful to Alan Mackie, from whose book on the history of the bicycle this information comes.

55.2

- Until 1914 the pound sterling was the currency in/ with which most world trade was conducted.
- 3 They have changed the date on/ by which the furniture is to be delivered.
- 4 Pasteurisation was discovered by the French chemist Louis Pasteur, after whom it was named.
- 5 He was persuaded to stay in England by Charles Dickens, to whom he had shown his novel.
- 6 There are a number of safety procedures of which you should be aware.
- 7 Details are in the instruction manual with which the printer was supplied.
- 8 Ms Peters was left the money by her former husband, from whom she was divorced in 1995.

55.3

- 2 Until 1914 the pound sterling was the currency which/ that most world trade was conducted in.
- 3 They have changed the date which/ that/ – the furniture is to be delivered on/ by.
- 4 Pasteurisation was discovered by the French chemist Louis Pasteur, who it was named after.
- 5 He was persuaded to stay in England by Charles Dickens, who he had shown his novel to.
- 6 There are number of safety procedures which/ that/ – you should be aware of.
- 7 Details are in the instruction manual which/ that/ – the printer was supplied with.
- 8 Ms Peters was left the money by her former husband, who she was divorced from in 1995.

- 1 The house which the thieves broke into...
- 2 /
- 3 ...first of which...
- 4 ...under which... (or less formally '...tree to sit under on a hot...')
- 5 The party, which I've been looking forward to all week...
- 6 1
- 7 ...both of which...
- 8 ... part of which...
- 9 ... all of whom...

56.1 The most likely answers are given

2 I went on an IT training course with my colleague Paul.

3 Rubella, or German measles, is still a common childhood disease in many countries.

4 Four kilos of Beluga caviar, among the most expensive food in the world, has been ordered for James and Stephanie's wedding party.

5 One of the most popular modern writers for children is the Australian Paul Jennings.

6 Tonya's father, and (her) trainer for the last ten years, was in the crowd to watch her victory.

7 Dr Andy Todd, head of Downlands Hospital, has criticised government plans to cut health funding.

8 Klaus Schmidt, the German 10,000 metres record holder and current European champion, is running in the Stockholm Marathon. (or Klaus Schmidt, the current European champion and (the) German 10,000 metres record holder, ...)

56.2

2 + d The two countries having land borders with the USA, namely/ that is Mexico and Canada, have complained to the President about the new customs regulations.

3 + a The three most popular pets in Britain, namely/ that is cats, dogs and rabbits, are found in 25% of households.

4 + f The capital of Estonia, namely/ that is Tallinn, is situated on the Gulf of Finland.

5 + b The largest island in the world, namely/ that is Greenland, covers over 2 million square kilometres.

6 + c The 'consumers' of education, namely/ that is students, should have ways of complaining about poor teaching.

56.3

2 educated – I went to a reunion for students who were educated in the physics department during the 1980s.

3 being told off – As my aunt told me what she thought, I felt like a schoolboy who was being told off by his headmaster.

4 saying – There is a sign on the gate which says 'Entry forbidden'.

5 introduced – Across the river were some of the deer which were introduced into the park in the 19th century. 6 flowing - Rivers which flow into the Baltic Sea are much cleaner now than ten years ago.

7 being printed – The booklets which are being printed as we speak will be on sale later this afternoon.

8 needing – Anyone who needs further information can see me in my office.

9 elected – Mary O'Brien, the Democrat who was elected to the council only last week, has resigned.

10 built - We live in a house which was built in 1906.

11 being held – The protest march which is being held next week is expected to attract over 100,000 people.

UNIT 57

57.1 The most likely answers are given

2 + e She's in the photograph on the piano.

3 + b I plan to cut down the tree in the back garden

4 + a There's a team of people in green shirts.

5 + d I walked along the footpath by the canal.

6 + i The children can't get over the fence around the pool.

7 + g Go along the lane between the houses.

8 + j Jack's a boy with a quick temper.

9+ f Follow the main road from Paris to Lyons.

10 + h She's a teacher from New Zealand.

57.2

2 She's in the photograph which is on the piano.

3 I plan to cut down the tree which is in the back garden.

4 There's a team of people who had/ were wearing green shirts.

5 I walked along the footpath which runs/ goes by the canal.

6 The children can't get over the fence which is around the pool.

7 Go along the lane which runs between the houses.

8 Jack's a boy who has a quick temper.

9 Follow the main road which runs/ goes from Paris to Lyons.

10 She's a teacher who is/ comes from New Zealand.

57.3 Possible answers are given with some alternatives

2 Teachers (who work/ working) at Queen's College in the city centre, who went on strike last week, have appointed Jacqui Smith, the head of English, as their spokesperson.

3 Marge Scott, who has died aged 95, was the first woman (to be) educated at Marston College in south Wales. / Marge Scott, the first woman (to be) educated at Marston College in south Wales, has died aged 95.

4 The conference (held) in Singapore, which approved the world trade agreement drawn up by European and Asian states, has now ended.

A book on gardening, All about Plants, that/ which Mary wanted to borrow, wasn't available in the library. A book on gardening called All about Plants that/ which Mary wanted to borrow wasn't available in the library.

6 A painting found in a secondhand shop by Beth Sands, an antique dealer from York, is thought to be by J.M.W. Turner, the British landscape artist. (or...by the British landscape artist J.M.W. Turner.)

57.4

1 The sentence could mean: (i) that a man was wearing a grey suit – he was talking; (ii) (the ridiculous) that a man was talking with a grey suit. To remove the ambiguity the sentence should be:

A man (who was) wearing a grey suit was talking.

2 The sentence could mean: (i) that the lorry was carrying thousands of stolen cigarettes – it was stopped by a police officer; (ii) (the ridiculous) that the police officer was carrying thousands of stolen cigarettes at the time s/he stopped the lorry. To remove the ambiguity the sentence should be:

A lorry (which was) carrying thousands of stolen cigarettes

was stopped by a police officer.

The sentence could mean: (i) that I am going to discuss the matter with my parents; (ii) that I am going to decorate the room and my parents will help decorate it with me; (iii) (the ridiculous) that I am going to use my parents as decoration in the room! To remove the ambiguity the sentence should be: I discussed with my parents my plan to decorate the room. (to mean (i)) or

I discussed my plan to decorate the room with the help of my parents (to mean (ii)).

UNIT 58

58.1

 Dressed (or Being dressed) all in black, she couldn't be seen in the starless night.

3 Not having a credit card, I found it difficult to book an airline ticket over the phone.

- 4 Being unemployed, Keith spent a lot of time filling in job application forms.
- 5 Walking quickly, I soon caught up with her.
- 6 Built of wood (or Being built of wood...), the house was clearly a fire risk.
- 7 Having been told off the day before for arriving late, I was eager to catch the bus in good time.
- 8 Not knowing where the theatre was, she asked for directions at the hotel reception.
- 9 Being a nurse, she knew what to do after the accident.
- 10 Having spent his childhood in Oslo, he knew the city well.

- 1 D (first implied subject = 'I'; second subject = 'a car') Waiting for the bus, I was splashed all over by a car that went through a puddle./ While I was waiting for the bus, a car went through a puddle and splashed water all over me.
- 2 S (subject in both clauses = 'James')
- 3 S (subject in both clauses = 'Suzanne')
- 4 D (first implied subject 'we'; second subject = 'the town')
 Looking down from the hill, we could see the town spread out before us towards the coast./ As we looked down from the hill, we could see the town spread out before us towards the coast.
- 5 D (first implied subject = 'I'; second subject = 'the boat') I was feeling rather sick as the boat ploughed through the huge
- 6 S (subject in both clauses = 'the plant')

58.3

- 1 Not wishing to boast...
- 2 Pretending not to notice...
- 3 Determined not to be beaten...
- 4 Not feeling well...
- 5 Not bothering to put on his coat...
- 6 Trying not to cry...

58.4

- Having parked or Parking (similar meanings)
- 2 Having moved or Moving (perhaps a similar meaning; however, 'Moving' could imply a move that is in progress or is anticipated)
- 3 Walking
- 4 Having waited
- 5 Having suffered

UNIT 59

59.1

- 2 While being interviewed...
- 3 Before taking...

- 4 While welcoming...
- 5 Since being overthrown... (or After being overthrown...)
- 6 Through working... (or After working...)
- 7 Before being sold...
- 8 After leaving...

59.2

- 2 + a By giving up sugar, she soon began to lose weight.
- 3 + e In turning down the job, she gave up the possibility of a huge salary. ('By turning down' is also possible.

 However, 'In turning down' focuses on the consequence of the action and so is perhaps more likely here.)
- 4 + b By moving to a smaller flat, she saved over a hundred pounds a month. ('In moving...' is also possible. However, 'By moving...' focuses on the method used to save money.)
- 5 + f On entering the classroom, she was surprised when all the children stood up quietly.
- 6 + c In criticising her father, she knew that she might offend him. ('By criticising' is also possible. However, 'In criticising' focuses on the consequence of the action and so is perhaps more likely here.)

59.3

- With Kathy having flu we couldn't go on holiday.
- Without having more information, I won't be able to advise you.
- 3 Without realising it, he had solved the problem.
- 4 With time running out before the train left I couldn't wait for Ken any longer.

59 4

- 2 + e Popular with his fellow pupils, he was elected head boy at the school.
- 3 + a Although exhausted, she continued to climb.
- 4 + c Determined to do well in the concert, she practised for hours every day.
- 5 + b Attractive to butterflies, the flowers are a welcome addition to any garden.
- 6 + d Where necessary, students can refer to their dictionary.

UNIT 60

60.1

- 2 prepared (herself)
- 3 prides itself on
- 4 occupied themselves with/ by ('with' and 'by' could also be omitted: 'occupied themselves reading and drawing')
- adapt (yourself)

- 6 trouble himself about/ with
- 7 dress (herself)
- 8 hid (myself)
- 9 absent himself from

60.2

- 1 me
- 2 myself
- 3 us
- 4 them
- 5 yourself
- 6 himself ('him' is also possible if 'he' and 'him' refer to different people)
- 7 herself ('her' is also possible if 'she' and 'her' refer to different people)
- 8 me

60.3

- 1 his old self
- 2 got ourselves vaccinated or got vaccinated
- 3 .
- 4 had themselves checked
- 5 he'd caught hepatitis himself
- 6

 ✓ (however, some people think this is incorrect and would use 'Tony and I')
- 7 we're going to occupy ourselves
- 8 they can't reach it themselves

UNIT 61

61.1

- 1 ones some 5 /
- 2 / 6 /
- 3 ones some 7 ones one 4 ...mint one... 8 ones some or ...have some
 - mint instead.

61.2

- 1 ones
- 2 ones
- 3 No
- 4 one
- 5 No ('my ones' is possible, but some people avoid it. 'Can you do mine, too, please?' is much more likely)
- 6 No ('ones' would be unlikely here, referring to a group of
- 7 ones
- 8 one
- 9 No
- 10 No
- 11 No ('your ones' is possible, but some people avoid it. 'Are these yours?' is much more likely)

- 3 (ones) Note that some people think that 'those ones' is
- incorrect.
 4 (one) 10 (one)
- 5 / 11 / 6 (one) 12 (one)
- 7 / 13 (ones) 8 (ones) 14 /
- 9 (ones)

- 2 'I doubt it' is also possible.
- 3 I hope so.
- 4 I suppose so.
- I think so.
- Yes, I hear (that) she is. ('So I hear' is also possible; see E)
- I guess so.
- 8 He says so.
- 9 I promise (that) I will.
- 10 I'm sure (that) you will.

62.2

2 ...he said not.

- 3 ...I suppose not. or ...I don't suppose so.
- 4 I don't think so. ('I think not' would be rather formal here.)
- I don't expect so. ('I expect not' is also possible, but rather formal. It also expresses a more definite belief that Alex will not be staying.)
- 6 I suspect not.
- It doesn't appear so. or It appears not.
- I assume not.
- 9 ...I didn't say so.

62.3

- Yes, they are.
- 3 Yes, it has. or So it has.
- 4 Yes, you did.

62.4 Possible answers

- 2 So I understand.
- 3 So I gather.
- So it appears.
- 5 So he tells me.

UNIT 63

63.1

- 2 She was asked to teach more classes, and was happy to do so.
- 3 My French hosts gave me snails to eat, but I did so very reluctantly.
- 4 The company wanted to build a dam on the site, but they were prevented from doing so by local opposition.
- All EU countries agreed to implement the new regulations on recycling plastic, but so far only Finland and Austria have done so.
- The water freezes in the cracks in rocks, and as it does so it expands.

63.2

- 1 do so
- 2 do (not 'do so'; habitual action)
- doing so
- do (not 'do so'; 'enjoy' refers to a state)
- does so
- do (not 'do so'; 'smell' refers to
- do (not 'do so'; habitual action)
- 8 did so

63.3

- such research
- such claims 3
- such a project
- 5 such destruction 6 such tactics

63.4 Example answers

- 2 ...into research of this kind.
- ...claims like this (or these) ...
- ...this kind of project...
- ...this sort of destruction... 5
- ...these tactics...

UNIT 64

- 2 Yes, we should have booked tickets in advance. or Yes, we should have booked tickets in advance.
- 3 Yes, we might be staying in New Zealand permanently, or Yes, we might be staying in New Zealand permanently.
- 4 Yes, I'm sure they will have been taken by now, or Yes, I'm sure they will have been taken by now, or Yes, I'm sure they will have been taken by now.
- 5 No, I haven't had dinner yet.
- Yes, I am going to Steve's party.
- Yes, I would have missed the train, or Yes, I would have missed the train.
- No, I can't see him anywhere.
- No, he couldn't have been looking, or No, he couldn't have been looking, or No, he couldn't have been looking.

64.2

- 1 do
- 2 have (done)
- 3 does or has ('does' replaces 'he never writes'; 'has' replaces 'he has never written')
- 5 (do)
- 6 hasn't or doesn't
- 8 have (done) or did
- have or do
- 10 (do) or (be) ('do' replaces 'pay for the meal'; 'be' replaces 'be enough to pay for the meal')

64.3

- would/ might be 2
- 3 might/ should (be)
- should (be)
- 5 might/ would be
- should/ would be ('should' without 'be' is also possible, replacing 'says')
- would/ might be
- 8 might/ would (be)

UNIT 65

65.1

- 1 b claims to
- 2 a expected to b expected it to be
- 3 a used to b used to be

- a need to be b need to
- a appeared to b appeared to be

- 1 opportunity (to)
- 2 hated to
- refused (to)
- choose to
- determined (to)
- deserved to
- idea (to)
- 8 delighted (to)
- prefer to
- 10 afford to

- 1 ...if you like to.
- 2 / (or ...you'd like to.)
- 3 ...she doesn't want to.
- 4 ✓ (or ...if she'd like.)
- 5 ✓ (or ...where I want to.)
- 6 ...if you don't want to. (However, 'if you don't want' is sometimes used in colloquial
- speech)

 ✓ (or ...if they want to.)
- ...I'd like to very much.
- ...you like. ('...you'd like to' is also possible)
- 10 ...so I didn't like to.
- 11 ✓ (or ...you want.)

UNIT 66

- 66.1 Suggested corrections are given
- 2 a lone figure or a figure walking
- 4 a happy/cheerful person or a person who was always glad and smiling
- his sleeping daughter or his daughter, who was asleep
- frightened passengers or passengers on board who are afraid
- 8 a similar age
- 10 The girls, who were sorry for their behaviour, apologised to their teacher. or The girls apologised to their teacher because they were sorry for their behaviour.

- 1 a utter/ inevitable
 - b inevitable.
- 2 a unsafe ('domestic' would only be possible here if we wanted to emphasise that the equipment was for use in the home (i.e. domestic) rather than another kind of equipment)
 - b domestic/ unsafe
- 3 a educational/entertaining
- b educational/ entertaining
- a serious
 - b serious/ underlying
- a legal/stupid b legal/stupid

- 1 all the people concerned
- As the minister responsible
- the opposite effect.
- the apparent approval
- a responsible adult.
- the only available room or the only room available
- the house opposite.
- and concerned teachers
- financial advice available

UNIT 67

67.1 The most likely answers are

- 1 almost/ practically complete
- 2 a very professional
- mainly cotton
- absolutely excellent
- very clear
- completely illegal
- 7 very popular
- 8 an almost permanent
- very attractive
- 10 exclusively/ mainly male
- 11 very visible
- 12 mainly/ completely/ largely underground

67.2 Suggested answers:

- I'd be incredibly upset.
- I'd be rather angry.
- I'd be a bit embarrassed.
- 5 I'd be extremely annoyed.

67.3 Suggested corrections are given, but others are possible

- extremely old
- 2
- 3 absolutely useless
- very happy
- 'reasonably unique' is unlikely; more likely is, for example, 'almost unique'
- 6
- 7
- 8 quite small
- perfectly comfortable
- 10 /
- 11 reasonably quiet
- 12 virtually impossible
- 13 14
- really terrible simply awful
- 15

67.4

- 1 fairly/ really
- really/ fairly (both correct)
- 3 fairly/ really
- pretty/ very (both correct)
- 5 -very/ pretty
- pretty/-very
- really/fairly
- really/ very (both correct) 8
- pretty/-very
- 10 fairly/ pretty (both correct)

UNIT 68

68.1 The most likely answers are given

- 2 an empty 8 a critical
- 3 very late 9 late 4 very critical 10 original
- 11 very straight 12 very false a straight false
- very empty

68.2

- a highly technical b technical 2
- a very human b human
- a largely academic
 - b academic.
- a private b intensely private
- a diplomatic
 - b extremely diplomatic

68.3 Possible answers are given

- ...nice and quiet.
- ...lovely and soft.
- ...nice and juicy.
- 5 ...good and ready.

UNIT 69

- 2 ...the problems identified. (or ...the identified problems.)
- Interested visitors...
- ...the sheet provided.
- ...with flights included.
- ...the resulting publicity... (or ...the publicity resulting ...)
- ... any remaining cheese. (or ... any cheese remaining.)

69.2 Some possible participle adjectives are given

- that achieved/ recorded
- those grown/ produced
- those produced/ manufactured
- that recorded
- 5 those living

69.3

- 2 well-resourced
- nerve-wracking
- 4 far-reaching

69.4

- 2 were wide-ranging
- 3 is clean-shaven
- 4 eye-catching

UNIT 70

70.1

- 1 to reduce
- 2 to cheat or cheating
- 3 knowing
- 4 to leave
- 5 to see (or to know)
- to underestimate or underestimating
- to open or opening
- talking
- 9 earning
- 10 to resign or resigning
- 11 to panic
- 12 turning

70.2

- stupid going or stupid to go
- confident that he wouldn't get
- 3 /
- 4 guilty shopping
- 5 was concerned to learn
- 6
- 8 busy drinking
- was sorry to (have) upset me/ was sorry that he'd upset me ('was sorry for upsetting me' is also possible)
- 10 wasn't prepared to admit
- 11 /

70.3

- 2 It was wonderful to hear such a magnificent performance.
- It was mean of you to eat all the cake and not leave any for me.
- It was unreasonable of them to complain about the exam results.
- It was awkward to get the top off the jar. (or ... to get the top of the jar off.)
- It was simple to put up the shelves.
- It was unprofessional of him to criticise the head teacher in front of the staff.
- It was kind of you to give birthday presents to the children.

70.4 Possible answers are given

- It made me furious listening to his lies.
- It made me sad that we wouldn't be working together
- It made me ashamed to learn how badly we treated
- immigrants in the 1950s. It made me nervous hearing the dentist's drill as I sat in the waiting room.

UNIT 71

71.1

- 1 repeatedly in/ with despair ('despairingly' is
- also possible) in/ with anticipation
- 4 reputedly
- disappointedly
- in a relaxed way/ manner/ fashion
- determinedly
- in/ with satisfaction ('in a satisfied way/ manner/ fashion' are also possible)
- in an organised way/ manner/ fashion
- 10 agitatedly

- a most b mostly
- 2 a short b shortly
- 3 a directly b direct
- a wide b widely a highly b high

- 2 ...to me in a friendly way/ manner/ fashion.
- 3 ✓ (or ...fine...)
- 4 ...flatly refused.
- 5 ✓ ('...very clear' is also possible in informal contexts)
- 6 ... in a cowardly way/ manner/ fashion...
- 7 ...justly renowned.
- 8 ...slowly turned...
- 9 'thinly' is grammatically correct, but some people would use 'thin' in informal contexts
- 10 ...loudly applauded...

UNIT 72

72.1

- 1 more scared
- deeper or more deep (for emphasis)
- 3 more pretty
- 4 colder or more cold (for emphasis)
- 5 stronger
- 6 more real
- 7 longer; more winding
- 8 more naughty
- 9 more bored
- 10 harder
- 11 truer or more true (for emphasis)
- 12 more right

72.2

- 1 more useless
- 2 more complex
- 3 more clever or cleverer (more usual)
- 4 more exciting
- 5 more wealthy or wealthier (more usual)
- 6 more worried
- 7 more recent
- 8 more pleasant or pleasanter (more usual)
- 9 more dirty or dirtier (more usual)
- 10 more powerful
- 11 more alert

72.3

'the' can be left out in 2, 4 and 5.

72.4

- 1 in
- 2 of
- 3 of
- 4 in or of (both are possible)
- 5 in

UNIT 73

73.1

- 2 The Downtown Hotel is not such a pleasant place to stay as the Strand Hotel. or The Downtown Hotel is not as pleasant a place to stay as the Strand Hotel.
- 3 The President's address to the nation is as important a speech as he is ever likely to make in his career.

- 4 It wasn't such a big problem as I first thought. or It wasn't as big a problem as I first thought.
- 5 Theresa's dog is as ferocious an animal as I've ever seen.
- 6 She's not such a fluent Greek speaker as she claims to be. or She's not as fluent a Greek speaker as she claims to be.

73.2

- 1 as many as 5 as little as
- 2 as few as 6 as few as
- 3 as much as 7 as little as 4 As many as 8 as much as

73.3

- 2 + a Her handwriting was so untidy as to be nearly illegible.
- 3 + e The bookcase was so heavy as to be almost impossible to move.
- 4 + c The CD was so badly scratched as to be unplayable.
- 5 + f The plot of the novel was so complicated as to be completely incomprehensible.
- 6 + b The difference between the results was so small as to be insignificant.

73.4

- 1 How serious an injury
- 2 as serious as
- 3 bad enough to
- 4 \(\sigma \) or not as fit as
- 5 not such a good player as or not as good a player as
- go so far as to say
- 7 sufficiently well or well enough
- 8 as speedy a recovery as possible

UNIT 74

74.1

- I expect Sue to win the race easily.
- 2 He regretted missing the concert greatly. or He greatly regretted missing the concert.
- 3 I secretly hated playing the piano... (more likely than 'I hated playing the piano secretly, although my parents thought I loved it.' This would mean that my parents thought I loved playing the piano secretly.)
- 4 He calmly started to walk across... or He started to walk calmly across...
- 5 She kindly offered to do the work.
- 6 Ray hurriedly finished speaking and sat down. or Ray finished speaking hurriedly and sat down.
 - 7 I simply don't remember putting it down.
- 8 We look forward to hearing from you soon.
- 9 They deliberately tried to ignore me. or They tried to ignore me deliberately.
- 10 I don't pretend to understand the instructions completely.

74.2

- 2 She waited nervously until her name was called. (manner +
- 3 The road climbed steeply through the mountains. (more likely than ...through the mountains steeply) (manner + place)
- 4 As a punishment she had to be at school early for the next two weeks. (adverb + prepositional phrase; both time)
- 5 As I left, I locked the door securely. (object + adverb)
- 6 We're travelling around Australia during the summer. (place + time)
- 7 The house is by the river, just downstream from the bridge. (adverb + prepositional phrase; both place)
- 8 She was able to describe accurately the exact details of the house where she had lived as a baby. (adverb + long object)
- 9 In hospital she had to lie for a week with her right leg suspended in mid air. (time (short) + manner (long))
- 10 He swam rapidly for a few minutes and then got out of the pool. (manner + time)
- 11 If you leave now, you should be at home by nine o'clock. (place + time)
- 12 They enjoyed themselves immensely at the party. (object + manner + place)

74.3

- 2

 or Next, vigorously beat the eggs in a small bowl. (Both of these are more likely than Next, beat the eggs in a small bowl vigorously).
- 3 I thought I'd securely locked the luggage. or I thought I'd locked the luggage securely.
- 4 I stopped playing tennis regularly... (more likely)
- 5 \(\sigma \) or Rafter was beaten easily in the final. \(/ \) Rafter was beaten in the final easily.
- 6 She always brings sandwiches from home.
- 7 No, they moved away last year.8 The local residents welcomed
- warmly the decision... or The local residents warmly welcomed the decision...
- 9 .

UNIT 75

- 2 a I was brought up to earn money honestly...
 - b Honestly, I'm perfectly capable of putting up the shelf myself.
- 3 a She admitted frankly...
 - b Frankly, I went to sleep during his lecture...

- 4 a Seriously, I don't know what I'd have done...
 - b I tried to speak seriously to him...
- 5 a Clearly, he wants me to take the job.
 - b I'd had very little sleep the night before and was having difficulty thinking clearly.
- 6 a Plainly, he was feeling ill at ease.
 - b She always dressed plainly...

- 1 -enormously/ significantly
- 2 from time to time/ rarely
- 3 easily/-searcely
- 4 almost/by an hour
- 5 -next/ at the bus stop on College Road
- 6 often/on many occasions
- 7 hardly ever/ every week
- 8 greatly/ rarely
- 9 nearly/ entirely

75.3

1	[1] & [3]	4	[1] & [3
	[1] & [3]		[2] & [3

6 [1] & [2]

UNIT 76

76.1

- 2 ...and out jumped Nick.
- Outside the door stood two small children.
- 4 In the park the boys were playing cricket, despite the muddy conditions. (no inversion)
- 5 Inside the church the choir was singing one of my favourite carols. (no inversion)
- 6 Around her neck hung a jade necklace.
- 7 Down the hill the horse ran quickly. (more likely than 'Down the hill ran the horse quickly.')
- 8 ...and up the tree it climbed.
- ...and in marched a delegation from the striking workers.
- ...across the room it flew. (no inversion)
- 11 ...away swam the fish.
- 12 ...in the corner was a very old grandfather clock.
- 13 Around the town she drove (no inversion) for hours looking for the gallery, until in a side street she spotted (no inversion) the place.
- 14 Through the window Megan watched sadly. (more likely than 'Through the window watched Megan sadly.')
- 15 In the office Ann found (no inversion) it difficult to concentrate, but at home she worked (no inversion) more efficiently.
- 16 In Japan they saw (no inversion) a volcano erupting, and in Indonesia they experienced (no inversion) an earthquake.

17 On one side of the village green is a 16th century church and opposite stands a 15th century pub.

76.2

- 2 ...last week I had a holiday. (subject-verb inversion is not possible: 'last week' is an adverb of time indicating a period; does not take inversion (see C))
- 3 ...first came a welcoming address by the head of the organising team.
- 4 ...at no time were members of the public in danger.
- 5 No change; the adverb 'daily' can't go in front position.
- ...seldom can a politician have changed his views so quickly as Beckett.
- 7 ...next came a blizzard, preventing us from leaving the hut.
- 8 ...by next Friday we'll be in Japan. (subject-verb inversion is not possible: 'by next Friday' is an adverb of time indicating a definite point; does not take inversion (see C))
- 9 No change; the adverb 'hourly' can't go in front position.
- 10 ...hardly ever did I hear him raise his voice in anger.
- 11 ...twice a week I play squash. (subject-verb inversion is not possible: 'twice a week' is an adverb of time indicating a definite frequency; does not take inversion (see C))
- 12 No change; the adverb 'quarterly' can't go in front position.

UNIT 77

77.1

- 1 very much
- 2 much/ very much
- 3 very/ very much
- 4 much/ very much
- 5 very much
- 6 much/ very much
- 7 very
- 8 very/ very much
- 9 very much
- 10 much/ very much

77.2

1	too	5	very/ too
2	very/ too	6	too
3	very	7	very
4	very	8	too

77.3

- 1 ...and he even offered...
- 2 I will only be...
- 3 ...on the basis of price alone.
- 4 ...and even the smallest donation can make...
- 5 ...he has even asked Claire...
- 6 Only John knew... (or John alone knew...)
- 7 Advertising alone...
- 8 Admission alone...

UNIT 78

- 78.1 A number of positions for these adverbs are possible, depending on the wider context and the particular emphasis that the speaker/ writer wants to give. The first answer below gives perhaps the most likely position in many contexts, and then alternatives.
- 2 ...Presumably, the idea is to welcome visitors from other countries. or The idea, presumably, is to welcome.../ The idea is, presumably, to welcome.../ ...other countries, presumably.
- 3 The builders generously agreed to plant new trees to replace the ones they had dug up. or Generously, the builders agreed.../ The builders agreed generously to plant...
- 4 Most people rightly believe that the prisoners should be released. or Rightly, most people.../ Most people believe, rightly, that...
- 5 Obviously, she knew more about the robbery than she told the police. or She obviously knew.../ ...told the police, obviously.
- 6 He carelessly broke the window when he was painting. or Carelessly, he broke...
- 7 She bravely picked up the spider and put it outside. or Bravely, she picked up.../ She picked up the spider bravely...
- 8 Interestingly, this was the only map I could find that includes the village of Atherstone. or This was, interestingly, the only map...

78.2

- ...outwardly she looked remarkably calm.
- ...environmentally it is no longer the problem it once was.
- ...industrially it is relatively undeveloped.
- 5 ...visually the performance was stunning.
- 6 ...financially we'd be much better off if we moved there.
- 7 ...politically he claims to be a socialist.
- 8 ...technically she could be sent to prison.

78.3 Suggested answers are given

- 2 In geological terms, limestone is a relatively new rock.
- 3 The building is similar to the opera house in Milan in terms of architecture.
- 4 From a grammatical point of view the essay was well written, but its style was inappropriate.
- 5 The election was clearly rigged and the result is a severe blow to the country as far as democracy is concerned.

79.1

- as/ when ('when' emphasises a direct connection between kicking the ball and falling over it suggests that kicking the ball caused her to then fall over; 'as' suggests 'at the same time as' kicking and falling happened simultaneously)
- When (more likely than 'While...'; talking about a period of our lives)
- 3 When
- 4 While/ As
- 5 while/ when ('as' could mean 'because' here)
- 6 when
- 7 When
- 8 As/ When
- 9 as
- 10 While/ As
- when ('as' is also possible and would imply that the sound happens at the time the computer is being switched on; 'when' is more likely, however, as a sound of this kind is more likely to follow switching on)
- 12 As ('When' would be possible if 'continued' meant 'restarted')
- 13 As/When ('When' might suggest 'just after' the car went by)
- 14 When/As
- 15 while/ as
- 16 when
- 17 As/When ('When' suggests 'By the time the paint is dry'; 'As' emphasises a continuous change during the period it is drying)

79.2

- 1 until 5 Before/ Until
- 2 Before/ Until 6 until
- 3 before/ until 7 before/ until
- 4 before 8 until

79.3 Possible answers are given

- 2 ...than he broke his arm.
- 3 ...when it rang again.
- ...than it was time to start work again.
- 5 ...before members of the audience started to criticise her.
- 6 ...when the engine cut out.

UNIT 80

80.

- 2 + b Angela agreed to book tickets for us all as it was her idea to go to the theatre.
- 3 + a Seeing as it's your birthday, I'll buy you lunch.
- 4 + h Because I'm trying to lose weight I've given up dairy products.
- 5 + d We were recommended to buy the textbook second hand since a new copy would be very expensive.
- 6 + c As the guest lecturer was late, Dr Jones spoke about his research instead.

- 7 + e I suggested we all go on holiday together seeing that we get on so well.
- 8 + g You should never walk under a ladder because it's supposed to be unlucky.

80.2

- 2 ...due to lack of interest.
- ...due to/ owing to its central location.
- 4 ...due to human error.
- 5 ...due to/ owing to heavy cloud.
- 6 ...because of the bright sunlight.
- ...because his phone was engaged.
- 8 ...because of local opposition.
- 9 ...because of his age.
- 10 ...because there was a fly in it.

80.3

- 2 I couldn't hear what Sue was saying with the noise. or With the noise, I couldn't hear what Sue was saying. or I couldn't hear what Sue was saying for the noise.
- With her father (being) in hospital, Jane went to stay with her aunt. or Jane went to stay with her aunt, with her father (being) in hospital.
- 4 With all the exercise I was doing I felt a lot fitter. or I felt a lot fitter with all the exercise I was doing. or I felt a lot fitter for all the exercise I was doing.
- 5 With the train drivers on strike tomorrow, I don't think I'll go to London after all. or I don't think I'll go to London after all, with the train drivers on strike tomorrow.

UNIT 81

81.1

- 2 + h He packed his suitcase with the books at the bottom so as not to/ in order not to crush his clothes.
- 3 + a Bus fares in the city are being cut so as to/ in order to encourage people to use public transport.
- 4 + f We crept quietly towards the deer so as not to/ in order not to frighten them away.
- 5 + c I walked around the outside of the field so as not to/ in order not to damage the growing crops.
- 6 + b We put up a fence so as to/ in order to prevent people walking across the grass.
 7 + g She looked down at the book
- 7 + g She looked down at the book in front of her so as to/ in order to avoid his gaze.
- 8 + e The roadworks were carried out at night so as not to/ in order not to disrupt traffic too much.

- 81.2 2 x 4 x 6 \ 8 x
 - 81.3
 - 2 ...nobody would know it was
- 3 ...mosquitoes couldn't get in.
- 4 ...it won't take up a lot of computer memory.
- 5 ...we could see the view over the city.
- 6 ...it will let enough light in.
- 81.4 Suggested answers are given
- 2 The meeting room is designed in such a way that everyone's voice can be heard without the use of microphones. / ...in such a way as to allow everyone's voice to be heard without the use of microphones.
- 3 The documents are written in such a way that they are easily comprehensible./ ...in such a way as to be easily comprehensible.
- 4 If the dial is rotated in such a way that the number 1 is at the top, the valve opens./ ...in such a way as to locate the number 1 at the top, the valve opens.

UNIT 82

82.1

- 2 + b Frightened though/ as she was, she forced herself to pick up the snake.
- 3 + e Scarce though/ as food became, they always found enough to share with me.
- 4 + c Experienced though/ as the climbers were, they had never faced such severe conditions before.
- 5 + a Confusing though/ as the instructions first appeared, they were very useful when I looked at them in detail.
- 6 + h Disgusting though/ as it looked, it was actually quite tasty.
- 7 + f Confident though/ as she felt, she knew the examination would not be easy.
- 8 + d Successful though/ as their new products have proved, the company is still in financial difficulties.

- 2 In spite of being much younger than the others, he was the most outstanding footballer in the team.
- 3 In spite of eating a big lunch, he had a three-course meal in the evening.
- 4 In spite of her fear, she allowed the spider to be placed in her hands.
- 5 In spite of her obvious intelligence, she finds it difficult to express her ideas in writing.

- 6 In spite of her illness, she went on a walking holiday in Nepal.
- 2 Despite the fact that he was much younger than the others, he was the most outstanding footballer in the team.
- 3 Despite the fact that he ate a big lunch, he had a three-course meal in the evening.
- 4 Despite the fact that she was frightened, she allowed the spider to be placed in her hands.
- 5 Despite the fact that she is obviously intelligent, she finds it difficult to express her ideas in writing.
- 6 Despite the fact that she was ill, she went on a walking holiday in Nepal.

- 1 even though 5 even though
- 2 even if 6 even if
- 3 Even if 7 Even though
- 4 Even though 8 even if

82.4

- 2 + a While horse riding is an expensive pastime, more and more people are taking it up. (not More and more people are taking it up, while horse riding is an expensive pastime.) 'Whereas' is not possible.
- 3 + e Whereas/While a decade ago we used to get a lot of blackbirds in our garden, we rarely see them today. (or We rarely see them today, whereas/while a decade ago we used to get a lot of blackbirds in our garden.)
- 4 + b Whereas/ While the true number of unemployed is over a million, the government says it is under 500,000. (or The government says it is under 500,000, whereas/ while the true number of unemployed is over a million.)
- 5 + d While the temperature is below freezing, it actually feels quite warm when the sun is out. (not It actually feels quite warm when the sun is out, while the temperature is below freezing.) 'Whereas' is not possible.

The clause beginning 'while' or 'whereas' can come after the main clause in 3 and 4.

UNIT 83

- 83.1 Suggested answers are given 2 ...give me a call./ ...take it back
- to the shop.

 3 ...tell him I want to see him./
 ...ask him to come and see me.
- 4 If you see any large, hairy spiders in the grass.../ If you come across any snakes on your walk....

- 5 If you're ever in Birmingham.../ If you ever need any more advice...
- 6 If you're coming by bus.../ If you don't want to walk far to the shops...

83.2

- 1 The present perfect suggests 'if you previously studied Macbeth...'; the present simple suggests 'if you study Macbeth in the future, then you will (get to) know...'.
- 2 leave/ have left...meet. The present perfect and the present simple have a similar meaning.
- 3 break/ have broken...have to.
 The present perfect suggests that you may have broken it (perhaps I think you have); the present simple may be a warning or threat about a possible future event.
- 4 doesn't arrive/ hasn't arrived...give. The present perfect and the present simple have a similar meaning.
- 5 haven't filled in/ don't fill in...need. The present perfect suggests 'if you previously filled in an application form'; the present simple may imply 'If you don't fill in an application form now, you will need to do so...'.
- 6 don't help/ haven't helped...go. The present perfect and the present simple have a similar meaning.

83.3

- 1 were to hold 4 belonged
- 2 doubted 5 understood
- 3 were to switch 6 were to close

83.4

- 2 If it weren't for his anxiety over Bridget, his happiness would have been complete.
- 3 If it hadn't been for the terrible weather, we would have gone walking this weekend.
- 4 Were it not for the intervention of the government (or ...for (the) government intervention...), the strike would probably still be going on.
- 5 Had it not been for the arrival of the police (or ...for the police arriving...), the fight could have got out of hand.
- 6 But for the sound of birds singing, everything was quiet.
- 7 If it wasn't/ weren't for the United Nations, there would have been far more wars in the last 50 years.
- 8 If it hadn't been for the roadworks on the motorway we would have been here two hours ago.
- 9 Were it not for the fact that he comes from a wealthy family, Paul could not have gone to the USA to study.

UNIT 84

84.1

- Had you not been absent from school on Friday, you would know what you have to do for homework.
- 3 Were Clare's friends still living in Brussels, she would have been able to stay with them. (or Were her friends still living in Brussels, Clare would...)
- Were the workers prepared to accept a wage cut, the shop would not have had to shut down.
- 5 Should the financial performance of the company not improve in the near future, we shall have to reduce the number of staff employed.
- 6 Had the salary been higher, I might have considered taking the job.

84.2

- 1 X If I press this button...
- 2 .
- 3 .
 - If the disease is untreated...
 (or ...goes untreated...)
- 5 ✓
- 6 X If you complain about me...

84.3

- 1 If I happen to see Karen when I'm in Rome...
- 2 X
- 3 ...if you happen to live nearby.
- 4 X
- 5 If you happen to be in the south of Spain next week, ...
- 84.4 Possible answers are given using the notes
- 2 ...overcome with a great weariness.
- ...trying to imagine what it contained.
- 4 ...to agree with everything Julie said. (or ...agreeing with...)
- 5 ...it had been reversed into a wall.

UNIT 85

- 2 + d Were the government to increase university fees, there would be an outcry from students.
- 3 + a Were anyone to lean against the window, the glass would certainly break.
- 4 + c Were I not already busy in August, I would gladly accept your invitation.
- 5 + b Were you to see the conditions in which the refugees are living, you would be horrified.

- 85.2 Possible sentences are given
- 2 Imagine you were to inherit a million dollars.
- 3 Suppose your parents were to tell you they were emigrating to Canada.
- 4 Supposing Spain were to win the World Cup.
- 5 Imagine the population of Britain were all Buddhist.

- 2 even if it were
- 3 even if she were
- 4 as if I were
- 5 as if she were
- 6 even if I were
- 7 as if it were
- 8 even if they were

85.4 Possible answers

- 2 I'm not happy about Katie going to Thailand alone. I'd sooner she were going with friends.
- 3 'If you're unhappy with your new car, why don't you ask for your money back?' 'Well, if only it were as easy as that.'
- 4 I know you haven't got much time, but if I were you I'd have breakfast before you leave.
- 5 Forgetting to wear my shoes to school was embarrassing and I'd rather it were forgotten by my classmates.
- 6 I'm very fond of Sebastian, but I wish he were not so critical of his employees.

85.5

- 1 ...tiredness, as it were, descending...; or ...tiredness descending, as it were, upon her...; or ...tiredness descending upon her, as it were...
- 2 The virus, as it were, hides...; or The virus hides, as it were, behind...; or The virus hides behind healthy cells, as it were...; or ...being attacked, as it were.
- 3 ...Frank, as it were, returned from the grave...; or ...Frank returned, as it were, from the grave...; or ...Frank returned from the grave, as it were...

UNIT 86

86.1

- 2 + d Unless alternative sources of funding are found, the research will not be able to continue.
- 3 + c Unless the roads have changed in that part of town, I'm sure I'll be able to find my way there.
- 4 + a Unless the weather starts improving soon, the farmers will lose their crops.
- 5 + e Unless it's ridiculously expensive, I think I'll buy that painting.

6 + f Unless you have been unemployed for six months, you are not entitled to state benefit.

86.2

- 1 Unless the infection is treated/ If the infection isn't treated
- 2 Unless she had gone/ If she hadn't gone
- 3 Unless he was/ If he wasn't
- 4 unless the police can prove/ if the police can't prove
- 5 Unless they were/ If they weren't
- 6 unless Rachel passes/ if Rachel doesn't pass
- 7 unless he's gone/ if he hasn't gone
- 8 Unless you get/ If you don't get
- 9 unless they get/ if they don't get
- 10 unless Louise is at home/ if Louise isn't at home
- 11 unless he's using it/ if he's not using it

86.3

- 1 if/ whether 8 if/ whether
- 2 whether 9 whether 3 whether 10 if/ whether
- 4 if/ whether 11 whether
- 5 whether (or 12 if/ whether informally 'if') 13 whether (or
- 6 whether informally 7 if/ whether 'if')

UNIT 87

87.1

- A small boy was kicking a ball against a wall; otherwise, the street was deserted.
- 3 I couldn't remember meeting him before, yet his face seemed familiar.
- 4 A mass evacuation of islanders is taking place. Meanwhile, the volcano continues to erupt.
- 5 A: Why don't you like that new French restaurant? B: For one thing, it's too expensive.
- 6 Karen came down with flu while we were on holiday.
- 7 My landlady didn't mind me having parties in my room as long as the rent was paid on time.
- 8 One way of getting rid of weeds is to dig them out. Alternatively, you could poison them.

87.2

- 1 Nevertheless 8 Meanwhile 2 while 9 while 3 even though 10 Before 4 Even so 11 As a result 5 Instead 12 unless
- 6 whereas 13 At that time
- 7 so

87.3 Example answers are given

2 However hard you might exercise, it is difficult to lose weight without cutting down on the amount you eat.

- 3 However much we enjoy being together, it is important to spend some time apart.
- 4 Professor Malcolm is always happy to spend time with his students, however busy he might be.

UNIT 88

88.1

1	across	5	acros
2	across/ over	6	across
3	over	7	acros
4	across/ over	8	over

88 2

- 1 along/through
- 2 Across
- 3 through
- 4 across/ over
- 5 over ('all over' is more likely than 'all across' or 'all through')
- 6 along

88.3

- 1 under
- 2 ✓ ('under' is also possible)
- 3 below
- 4 over
- 5 ✓ ('over' is also possible)
- 6 ✓ ('over' is also possible)
- 7 over 8 unde
- 8 under
- 9 ✓ ('above' is also possible)
- 10 above

88.4

- 1 + c below par (or 'under par')
 = slightly unwell (in other
 contexts 'below par' means
 'less than the standard
 expected')
- 2 + e below the belt = cruel or unfair
- 3 + b under her belt = successfully completed
- 4 + f under a cloud = people disapprove of someone because they think the person has done something wrong
- 5 + g over the top = extreme behaviour; indicating disapproval
- 6 + a over and above = in addition
- 7 + d across the board = applies equally to all areas

UNIT 89

89.1

1 between 6 between 2 among 7 among 3 between 8 among

between

- 4 between
- 5 among

- 2 between/ among the pupils
- 3 between amateur
- 4 among teenagers
- 5 between/ among his remaining relatives
- 6 among its clients

- between intake of refined sugar
- between cooking
- among my closest friends
- 10 between the striking dockers

- 1 among 6 between 2 among among between between
- among among
- 5 between 10 between

UNIT 90

90.1

0.00		
1 /	6 /	11 X
2 X	7 X	12 🗸
3 X	8 /	13 X
4 /	9 /	14 X
5 X	10 X	15 /

90.2

- 1 a by b until ('until' would also be possible in a. It would mean, however, that up to the time dinner was served I was hungry, and then when it was served (but before I ate it) I was not. Perhaps the food was so unappetising that I couldn't face eating it; 'by' in a simply means that I was hungry when dinner was served)
- 2 a until b by
- 3 a by b until 4 a Until b By ('By' would also be possible in a)
- 5 a by b until
- 6 a by b until

1	Over/ During	5	until now
2	So far	6	during
3	Until now	7	until
4	so far	8	by

UNIT 91

91.1

- 1 except
- except or except for
- 3 except or except for
- 4 except
- 5 except for (in informal contexts); more formally, 'but for' is possible
- 6 except
- except or except for (in informal contexts)
- except or except for
- except or except for (in informal contexts)
- 10 except for (in informal contexts); more formally, 'but for' is also possible
- 11 except or except for
- 12 except
- 13 except
- 14 except

- 1 besides except for
- 2 Besides /
- 3 except for besides
- 4 Except for Besides

- 5 besides except (for)
- 6 except for ✓

91.3

- 2 + a But for the interruptions caused by the bad weather, the building would have been completed by now.
- 3 + c But for the supply of food and medicines by the charity (or But for the food and medicines supplied by the charity...), many more people would have died in the famine.
- 4 + f But for the shelter provided by the trees, the wind would have caused even more damage to the house.
- 5 + b But for the threat of sanctions by the EU (or But for the sanctions threatened by the EU...), human rights would not have improved in the country.
- 6 + d But for the loan from the bank (or But for the loan the bank gave me.../ ...given to me by the bank...), I would not have been able to set up my business.

UNIT 92

- 1 after/ on/ about
- 2 after/-for/ about
- 3 -after/-of/ about (both 'of' and 'about' are possible, but 'of' is more formal)
- about/-for/ with
- 5 of/ with/ on
- for/-after/-about
- for/-on/-with
- of/ about/-on

92.2

- 1 about
- 2 after
- of/ about
- with (note that 'to' would also be possible)
- 5 for
- about
- on (note that 'to' would also be possible)
- of ('about' is unlikely in this formal context)
- about
- 10 after/about
- 11 with
- 12 of
- 13 about
- 14 about
- 15 about
- 16 on ('about' is also possible but less natural here)

92.3

1 acted on = did what someone else advised or suggested; acted for = represented (usually a professional person such as a lawyer or accountant)

- thinking...about = concentrating on; think of = asking about an opinion
- 3 was called after = was given the same name as; called for = demanded
- 4 worked for = was employed by; works with computers = uses computers a lot in her work
- counting on = depending on; counts for little = is of little value

UNIT 93

93.1

- 2 improvement in
- 3 pride in
- 4 advice about/ on
- 5 interview with ('in' is also possible. 'with' highlights that staff from The Daily Herald conducted the interview; 'in' indicates that what is being referred to is the published article in the newspaper which comprises the interview or includes a report of it)
- admiration for
- discussion about/ on
- shame at/about
- vaccination against
- 10 influence on
- 11 amazement at
- 12 lack of

- 2 sign of stopping
- decision to allow
- reason to worry
- risk of transmitting
- 6 ability to remember failure to win/ get
- 8 cost of buying
- possibility of getting
- unwillingness to acknowledge

93.3 Likely verbs are given

- 2 of seeing
- 3 to take
- to retire/ of retiring
- 5 of taking/ to take
- 6 of dancing

UNIT 94

- 1 intransitive; no noun/ pronoun needed
- ...look it up... (a noun or pronoun is necessary)
- ...help (you) out... (a noun or pronoun is possible)
- ...tidy (things) away... (a noun or pronoun is possible) intransitive; no noun/ pronoun

94.2

needed

1		out
2	/	about
2		/

2 left her name out/ left out her

3 shut the thing up

- 4 make my mind up/ make up my
- got down the general ideas/ got the general ideas down
- hear me out

- 1 ordering about everyone ordering everyone about
- 2 provide their children for provide for their children
- let in me on the secret let me in on the secret
- 4 called motorists on called on motorists
- 5
- 6 took up Keith on took Keith up on
- 7 1
- 9 looked Mr Brooks up to looked up to Mr Brooks

UNIT 95

95.1

- 3 Is there something bothering
- There was a barrier across the road.
- There was no petrol available anywhere in the city.
- Is there anyone who/that can help me?
- 9 There are some general rules (which/ that) you can follow. (Sentences with 'There ... ' are unlikely in 2, 5, and 6 because the subjects have a definite or specific meaning, indicated by 'Your', 'The', and 'My'.)

952

0	3.2				
1	are	4	is	7	are
2	are	5	are	8	is
3	is	6	is		

95.3 The most likely sentences are given

- 2 + c There's a cake in the kitchen (that/ which) I've made especially for your birthday.
- 3 + h There was never any doubt (that) Thomas would get the
- 4 + a There have been suggestions (that) an election will be held next month.
- 5 + f There aren't many people alive today who/ that remember the First World War.
- 6 + g There are still some old houses in the village that/ which don't have electricity.
- 7 + d There was absolutely nothing (that) I could do to prevent him falling.
- 8 + b There are few people in the company who/ that are harder working than Julie.

95.4

2 There being no further business, the meeting closed at 12.30.

There being no doctor available, the patients were sent home.

There being inadequate facilities at the hotel, the conference was relocated to a nearby university.

UNIT 96

96.1

- 2 It was unsettling how he stared straight at me.
- X (However, in spoken English we might say 'It was surprising, Andrew's excellent exam result'.)
- It is an advantage in the job to be a qualified driver.
- X (However, in spoken English we might say 'It's quite radical, her proposal'.)
- It is highly unusual to put carpet on walls.
- X (However, in spoken English we might say 'It's a Ferrari, John's new car'.)
- 8 It is hard finding a good plumber these days. (or It is hard to find...)

96.2 The most likely answers are

- 2 ...it astonished me to discover (that) she was also a successful
- ...it hurts (me) to pedal my bicycle. / ...it has hurt (me) to pedal my bicycle.
- ...it struck me (that) he was jealous.
- ...it concerned me to hear (that) he was offended. (or ...it upset
- ...it didn't bother him (that) everyone could see in.
- ...it upset me (that) she hadn't even told me when she was going away. (or ...it concerned me...)
- ...it doesn't do to criticise them too much.
- ...it scared me to see (that) they were carrying knives.
- 10 ...it pays to plan your journey

96.3 Example answers are given 2 It takes a lot of hard work to

- build your own house.
- It takes a considerable amount of courage to make a speech in front of a group of strangers.
- 4 It takes patience and a lot of time to explain the rules of cricket to someone who doesn't know the game.
- It takes bravery to stand up to a
- It takes a lot of organisation to be a good administrator.
- It takes a great deal of time to learn to speak a foreign language well.

UNIT 97

97.1

- 2 find it
- discover ('find' would also be possible)
- owe it
- 5 remember
- enjoy it
- prefer it
- leave it
- predict
- 10 consider it

- 2 I see it as part of my role to make Rexco a household name in the next 5 years.
- 3 I accept it as a necessary evil that some people may be made redundant in the next year.
- I view it as important for relations with the workforce to make available information about/ on the salaries of managers.
- I regard it as unacceptable for a modern company to exclude the workforce from major decisionmaking.
- I regard it as something positive when employees make suggestions on how
- management can be improved. I see it as vital for the future of the company to expand into the Asian market.
- I take it as a fundamental principle of the company that suppliers of raw materials should be given a fair price for their products.

97.3

- there's no hope/ chance
- It's no secret
- 4 It's no good/ use or There's no
- there's no reason
- there's no alternative/ choice
- It's no longer
- there's no denying/ question

UNIT 98

- ...it was to cheer her up that I booked a holiday in Amsterdam.
- ...it's because I've got so much work to do that I can't come.
- ...it was somewhere in there that/ where I lost it.
- ... it was only by studying very hard that she improved her Spanish.
- ...it is to my family that I dedicate this thesis.

- 'No, what I hope is that they will be put into a public art gallery.'
- 'No, what annoyed me was that she didn't apologise.'

- 4 'No, what I meant was that she could borrow it until I needed it again.'
- 6 'No, what I did was (to) put some oil and soy sauce on it and grill it.'
- 7 'No, what I did was (to) give her some money towards it.'
- 8 'No, what I did was (to) hire a car and drive all the way.'

98.3 Suggested answers

- 2 I don't know if he's free, but somebody who/ that might be able to help is Saleh. (or ...but Saleh is somebody who/ that might be able to help.)
- 3 In fact the place where/ that I grew up is between this village and the next. (or ...the place that I grew up in...)
- 4 I suppose the time when I lived in Australia was when I was happiest.

UNIT 99

99.1

- 1 (in a narrative 'down comes' is also possible; see Unit 2)
- 2 along comes

3 up go

- 4 back/ away he went
- 5 out/ in came (or comes)
- 6 along/ up came (or comes)
- 7 off/ away she went (or goes)

99.2

- 2 + h Should you not wish to receive further information about our products, put a tick in the box.
- 3 + a Were the plane ever (to be) built, it would cut the journey time from New York to Tokyo by 4 hours.
- 4 + g Should United win again today, it will be their tenth consecutive victory.
- 5 + d Were I (to be) asked to take the job, I would have no hesitation in accepting.
- 6 + i Had a car been coming in the other direction, I might have been seriously injured.
- 7 + f Had there been a referendum on the issue, it is unlikely that the country would have supported the government.

- 8 + b Should you not be able to afford the Rombus 2000, there are less expensive models in the range.
- 9 + e Were Charles Dickens (to be) alive today, he would be writing novels about the homeless in London.

99.3

- 2 I was opposed to the new road being built, as was everyone else in the village.
- Karen went to Oxford University, as did her mother and sister.
- 4 People in poorer countries consume a far smaller proportion of the earth's resources than do those in developed nations.
- 5 He is a much better teacher now than he was 5 years ago. (no inversion with a pronoun as subject)
- 6 Don is a keen golfer, as is his wife.

UNIT 100

100.1

- 2 At no time was the public (ever) in any danger.
- 3 Only with close friends and family did he feel entirely relaxed.
- 4 Only if the pitch is frozen will the match be cancelled.
- 5 Little did I know then that Carmen and I would be married one day.
- Barely had he entered the water when it became clear he couldn't swim.
- 7 On no account are you to light the fire if you are alone in the house. (or On no account should/ must you...)
- 8 Not for one moment was there any competitiveness between the three brothers.
- 9 Not only was I wet through, I was freezing cold.
- 10 Only once had I ever climbed this high before. or Only once before had I ever climbed this high.
- 11 Hardly had the audience taken their seats when the conductor stepped onto the stage.

12 Only in the last few years has he been acknowledged to be a great author.

100.2 Possible answers

- 2 ...was the strength of the earthquake...
- 3 ...is his dominance in the sport...
- 4 ...alike were the twins...
- 5 ...complicated was the equation...
- 6 ...boring was the lesson...

100.3 Corrections are given in the underlined sections

The people of Sawston were evacuated yesterday as forest fires headed towards the town. Such was the heat of the oncoming inferno that trees more than 100 metres ahead began to smoulder. Only once in recent years, during 1994, has a town of this size (inversion is likely in this written context) had to be evacuated because of forest fires. A fleet of coaches and lorries arrived in the town in the early morning. Into these vehicles climbed the sick and elderly (inversion is likely in this written context), before they headed off to safety across the river. Residents with cars left by mid morning, as did all nonessential police officers.

Hardly had the evacuation been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched. Soon after that complaints were heard from some residents. "At no time did the fires pose a real threat," said one local man. "I didn't want to leave my home, and nor did most of my neighbours." So upset are some elderly residents that they are threatening to complain to their MP. But Chief Fire Officer Jones replied, "Had we not taken this action, lives would have been put at risk. Only when the fires have moved well away from the town will residents be allowed to return to their homes."

Key to Additional exercises

- b 'm not promising/ don't promise/ didn't promise
- a was reading/ read b read
- a were expecting/ expected b are expecting/ expect
- 4 a owns ('or 'own') b owned/ owns
- 5 a 'm considering/ was considering/ considered b consider
- a tells/ told b tell/ told
- a phoned b was phoning/ phoned
- a 's always putting/ puts; b 's constantly putting/ puts
- 9 a prefer b preferred
- 10 a weighs b was weighing
- 2 a + i or ii b + ii
- a + ii b + i a + i or ii b + i
- a + ii; b + i
- a + i or ii b + ii
- a+i b+ii
- a + i b + ii
- a + ii b + i (b + ii is also correct grammatically, but it is unlikely to be used; it suggests that it is difficult to get good pasta in Italy, which is of course not the case!)
- 'had discussed' is also possible, but less likely as the duration of the discussions is emphasised
- His condition had improved considerably when I saw him in hospital last night. ('improved' would be unlikely as it would suggest that his condition improved because I saw him last night)
- 3 It was announced that the York train had been delayed by 10 minutes. ('was delayed' is also possible with a similar meaning)
- Joe had been dieting for a month when he came to stay with us, and we noticed immediately that he had already lost a lot of weight.
- 5 Sylvia had been expected to win comfortably, but she finished only third. ('was expected' is also possible with a similar meaning)
- When I reversed the car out of the garage, I damaged the rear number plate.
- John was promoted last week.
- The tax authorities had been investigating Rentpool for a number of months when they arrested the chairman. ('had investigated' is also possible, but less likely as the duration of the investigation is emphasised)
- The Minister angered her colleagues when she criticised

- them during her speech yesterday.
- 10 Christine had already suggested that the money should be spent on new textbooks for the school.
- 2 I'll (= 'I will' or 'I shall')
- I'm going to build or I'm building
- I'll give
- Will or Are you going to be able to or Are you able to
 - 're going to have or 're having
- 3 Pll
- 4
- 4D
- is going (more likely than 'is going to go')
- isn't (is not) coming or isn't (is not) going to come or won't
- 'll see or 're going to see
- 4
- 4E
- 'm taking or 'm going to take or 'll take
- 2
- 3 more likely is 'It's at 4.15' as this is part of a timetable
- 'll take
- 'we're going to have' is more
- 'I'll stay' is more likely if the decision is made at the moment of speaking
- 1 ought to have asked; would have been
- should; 'd better
- won't; can't; used to
- can't; must have
- mustn't; can
- wouldn't; needn't have worried
- should; would
- 8 should; may
- must; could
- 10 will be able to: might
- couldn't; didn't have to
- 12 don't need to; can
- The agent (after 'by...') is given only where it is likely to be included. Where it might either be included or left out, it is written in brackets.
- A The Prime Minister is being encouraged to sack the Environment Minister, Maggie Long, after it was revealed that she had received payments from a major oil company. However, in a statement today, the Prime Minister said: 'I am told (by my

- advisors)/ I am advised that Mrs Long was paid the money (by the company) [Note the word order: not '...by the company the money...'] before she joined the government. I have no intention of dismissing her.'
- A tropical storm has caused severe flooding in the city of Chittagong in southern Bangladesh. Although there are understood to be (or it is understood that there are/ have been) no casualties, many thousands of people have been made homeless (by the floods), and the damage to property is estimated as running into millions of dollars.
- C Protesters have continued to obstruct the construction of the new Newburn ring road by tying themselves to trees along the proposed route. (Police say that) The protesters have been given two days to leave the area or they will be arrested (by the police).
- Conservation groups have demanded that the Seafield nuclear power station should be closed down (by the government) after a report which said that unacceptable levels of radiation have been found (by investigators) in the local area.
- The Chief Constable of the London police force has revealed that a death threat has been received (by the police) against the life of President Nabon, who is visiting the capital this weekend. He says that the threat is being taken very seriously. It is expected that security levels will be increased during the President's visit.
- A man was found injured on a Scottish hillside this morning. It is thought that he fell while coming down a hillside in bad weather. He is being treated in hospital for leg and head injuries. [We can assume that medical staff would treat him in hospital, so there is no need to mention the agent here.] He was reported missing last night when he failed to return home after a day's walking.
- G And now football. There are expected to be (or It is expected that there will be) a record crowd at tonight's match between Manchester United and Bayern Munich. It is reported that the United players will be given a huge financial bonus (by the club) if they win and it has even been suggested that they might be paid as much as £50,000 each (by the club).

7

on paying

by asking 2

his saying/ him saying

appointed

5 count

at me to tidy

to visit

wearing children's clothes/ children's clothes

their cat

10 forcing

her smoking/ smoking 11

12 to appear

13 let

14 to hearing

entitle her to 15 16 waited for

noticed a man take 17

invited 18

19 tell/ telling

looking 20

21 talked

22 to living

23 me from using

8

2 We were disappointed with Karen's decision not to go to university next year./ ...Karen's decision that she wouldn't go/ wasn't going/ isn't going to university next year.

Considerable media attention has been focused on Professor Adams' prediction that the Earth will/ would pass through the tail of a comet within the

next five years.

The company has carried out its threat to dismiss the strikers (if they didn't return to work).

Mary decided to follow her boss's advice that she should delegate more of her work to her secretary./ ...her boss's advice to delegate more of her work to her secretary.

John didn't turn up until 11.00, despite his promise to pick me up at 10.00./ ... his promise that he would pick me up at 10.00.

7 I wasn't surprised by Bob's conclusion that Professor Jones doesn't know what he is talking about. ... Bob's conclusion that Professor Jones didn't know what he was talking about.

We decided to ignore Donald's complaint that his dinner was

cold.

I was astonished by their refusal to negotiate over the ownership

of the land.

10 The Health Minister has issued a warning to keep small children indoors until pollution levels have reduced./ ...a warning that small children should be kept indoors until pollution levels have reduced.

I was surprised by her confession that she has/ had never used a computer before. 12 When I asked Derek where Susan was, his reply was that he didn't know.

9

1 wants

2 are

3 live

points

5 prefer/ prefers

love/ loves (although a plural verb is more grammatical)

claim

go

9 comes

10 is/ are

is/ are 11

12 shuts

13 suspect

14 are

15 appears

16 are

is/ are (although a plural is preferred in formal contexts)

plan/ plans

19

20 provides (more likely than provide' in this formal context)

21 get/ gets

22 is

23 speak/ speaks

has/ have 24

25 are

26 have

27 has

28 isn't

29 are

30 is

10

1 a a/one (colloquially, we could also say '...for the week'); b a/ one; c one ('one' can complete all three sentences)

2 a A/The; b a; c an (a/an) 3 a the/-; b the; c The (the)

a the/-; b some/-; c - (-) a the/-; b some/-;

c some/- (-)

a -/Some; b -; c - (-)

a The/An; b the; c the (the)

a The/A; b a/one (colloquially, we could also say ...for the night...'); c a (a)

9 a the/-; b -; c - (-) 10 a a/-; b a; c a (a)

2 Carla's restaurant, which serves a range of Mediterranean dishes, is very good value. (some people would use 'that' as an alternative to 'which')

The New Zealand rugby team, all of whose members weigh over 100 kilos, are clear favourites to win the match.

Suzie brought home a kitten (which/that) she'd found in the

The story is about a teenage boy whose ambition is to become an astronaut.

Paul has got a job with Empirico, whose main product is electric light bulbs.

7 Politicians should give more consideration to the working people (who/ that/ whom) they represent.

Among the group of people was Professor Rogers, who/ whom I had last seen in Oxford twenty vears earlier.

I live on a small road which/that

leads down to the river. Monet's earlier paintings, many of which have never been seen in this country before, are in a

new exhibition in London. 11 Ian McIver, whose first job was selling vegetables in a market, has become managing director

of Europe's largest food retailer. Douglas has a new girlfriend who/ that works in the library.

My Volkswagen Golf, which I bought in 1980, is a very reliable car. (some people would use 'that' as an alternative to 'which')

Brian Brookes, after whom the Brookes art gallery is named, will be present at its official opening. / Brian Brookes, who(m) the Brookes gallery is named after, will...

12

1 did

2 doing so/ so doing

promised he would

4 appears so

5 do

6 have/ have done

didn't want to

do ('do so' is unlikely in this informal context)

doubt that he will

don't suppose so/ suppose not

11 want to/ want

12 has

13 such a dilemma

14 do

afford to 15

expect so 17

suspect not 18 hope not

might have/ might

told me so

determined to/ determined 21

22 to be

23 guess not

24 might do/ might be

Suggested improvements are given

a Every so often I leave work early (1) (or I leave work early every so often) and go to a performance in the local concert hall. It's very close to my office in the building opposite. Usually (1) they are rather good, but yesterday's, given by a singer and pianist, was a total (1) disaster. The singer began to sing with wonderful control. But when the pianist started to play, it sounded awful. At first I thought he was playing badly,

but then it became obvious that the piano was completely out of tune. They stopped and discussed the problem briefly (or ...and briefly discussed the problem). Clearly, they couldn't continue (or They clearly couldn't continue), and they left the stage unhappily (\$\star*\). Naturally (\$\star*\), all the people present felt sorry for them. I'm sure the person responsible for tuning the piano will be severely reprimanded.

b I was just going out to work this morning when the postman pushed a letter through my letterbox. It was from Maggie, who writes from time to time (). The letter said that she has to come to Bristol to visit her uncle, who is unwell. She is one of his few remaining (1) relatives. She wants us to meet and asked if I could suggest a possible time. Well, I haven't seen her for a couple of years, so I was really pleased. We first (1) met at university. We have similar interests (or Our interests are alike), so we always find a lot to talk about. The photos included in the letter showed that she hadn't changed since I last () saw her. I spent so long reading the letter that I was nearly late for work.

14

- 3 + b Jamie must weigh over 120 kilos, whereas his wife is really small./ Whereas Jamie must weigh over 120 kilos, his wife is really small./ His wife is really small, whereas Jamie must weigh over 120 kilos./ Whereas his wife is really small, Jamie must weigh over 120 kilos.
- 4 + j There had been a lot of publicity about the meeting. Even so, only about 100 people attended.
- 5 + e I can't afford a coat like that. Besides, I don't like the style.

- 6 + h I'm determined to finish the report tonight, even if I have to stay at work until midnight./ Even if I have to stay at work until midnight I'm determined to finish the report.
- 7 + g Make sure you catch the last bus at 11.00. Otherwise, you'll have to walk all the way from the station.
- 8 + a Although I found the film boring, I stayed until the end./ I found the film boring, although I stayed until the end.
- 9 + i She hid the letter between the pages of a book so that her husband would never find it./ So that her husband would never find it, she hid the letter between the pages of a book.
- 10 + c In order to prepare for the marathon, I've been running about 200 kilometres a week./ I've been running about 200 kilometres a week in order to prepare for the marathon.

15

- 1 ...although I know that you approve of it.
- 2 There seems to be little likelihood of Williamson winning Wimbledon because of her inability to play well on grass tennis courts.
- 3 Our plan is to split the organisation up into a number of small units. (or 'split up the organisation into'. Note that 'split the organisation into' [without 'up'] is also possible.) This will improve our prospects of competing with more specialised companies.
- 4 I ran into/across Paul in town the other day. He asked after/ about you.
- 5 Jack takes great pride in never throwing anything away ('throwing away anything' is

- also possible, but less likely).

 6 Although Professor Watson knows a great deal about meteorology, even he can't account for the unusual weather we have been having over the last few weeks.
- 7 There has been a great improvement in the behaviour of children in the school. This has resulted from the headteacher's idea of involving them in decision-making.
- 8 Even though Dennis didn't act on my advice and follow a career in medicine, I'm full of admiration for his determination to train to be a vet.

16

- 2 Only if an official complaint is made will the police investigate the matter further.
- 3 So complicated were the instructions,...
- 4 Had we known how ill Rob was,...
- 5 Such was the strength of the wind that... (or So strong was the wind that...)
- 6 Seldom did she regret her lack of formal education,...
- 7 Only in an emergency should you phone for an ambulance. (or Only if there is an emergency should you phone for an ambulance.)
- 8 Not for one moment was there any/ a disagreement between us.
- 9 Were it not for financial assistance from the government,...
- 10 Hardly had they finished eating before a waiter started to clear away the plates.
- 11 Under no circumstances should children be allowed into the room without adult supervision.
- 12 Should the bridge ever be built,...

Key to Study guide

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1.3	C
1.4	A, B
1.5	C
1.6	A
1.7	D
1.8	В
1.9	A, C
1.10	C
1.11	A
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2.2	D
2.3	B, D
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2.11	C
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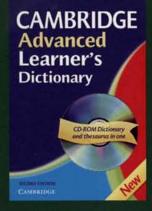
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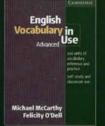
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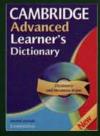
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ISBN 0-521-61403-1